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TEACHING TO OBEY.

One of the great evils of American life as shown forth in the children is the lack of obedience to constituted authority. Many boys and girls are growing up from childhood to manhood and womanhood, without any training to obedience, except that which they get in the school room. Their parents request, but seem to lack the power to carry out and enforce the obedience of the request, and the child obeys or not, just as he chooses. This constantly breaking parental commands leads naturally to breaking the rules of the school, and here is need of all the tact and executive ability of the teacher, not only to force such children to obey the laws of the school, but to so train them that they will have respect for all law, and become obedient, law-abiding citizens, choosing to obey rather than being forced to obey. The editor of the Sunday-school Times, writing on this subject, expresses this truth very forcibly when he says:

"Not every child who obeys is, in spirit, an obedient child. True obedience is an attitude of mind, a motive of the heart. Parents and teachers are continually asking how they can secure instant obedience, or telling others how they do secure it. But the child who obeys merely to escape punishment, or to obtain a reward, is not necessarily growing in the spirit of obedience. It is a small matter to be able to compel a child to perform a certain specified act. But this does not necessarily bring the child into that attitude of obedience which is the only thing worthy of the name. Not until the child feels himself free to choose can he grow into that control of his will which alone constitutes moral strength and results in character. When he chooses to obey, feeling that his choice

is truly his own, he grows into a spirit of obedience—which is a very different thing from a merely mechanical or compulsory acquiescence in specific cases."

This ought to be the ideal and aim of every teacher. It may be and often will be necessary to enforce obedience, but the child ought to be enabled to see that it is right and necessary that he should obey, and that he acts, not because the teacher says he should, but because it is right that he should.

SOWING AND REAPING.

The law that "whatsoever a man soweth, that shall he also reap," which was established ages ago by the apostle Paul, is still in force, and many communities in the United States are now reaping a reign of lawlessness that is the result of past sowing. One broken law and the breaker of that law unpunished leads to the breaking of other laws just as sure as daylingt follows darkness. That community which allows its laws to be disobeyed, not enforced, is allowing seed to be sown that is sure to ripen into anarchy in the near future.

It may be a curfew law compelling the children to be off the streets at a certain hour each evening, it may be a law in regard to keeping those streets in order; it may be a law compelling the saloons to close at a certain hour each night, and all day on Sunday, or it may be a law forbidding all kinds of gambling, but whatever the law, if it is allowed to be trampled under foot by any community, that community is sure to reap sooner or later a reign of lawlessness that springs from the seed that was sown in this broken law.

This reaping as we sow applies also to the health of the community. Typhoid, malarial and other fevers are now prevalent in many places, because of the filth and refuse that have been sown in the alleys and gutters during the past two or three months. If we would have pure air and good health, we must have clean streets and healthful surroundings.

As a nation also, we are in the midst of the reaping, and our harvest is not all golden grain. The licensing of the liquor traffic for revenue was established many years ago. It was sown as a very small seed then, but it has grown and expanded until it extends over the entire country, dominates and controls both political parties, makes and unmakes laws, and even sways the judgment of those who interpret laws.

The combined liquor interests banded together, as they are to-day, form a gigantic trust, by the side of which all other trusts sink into insignificance. What are we reaping? Of four outrages recently committed every one was performed while the brute was made inhuman by liquor that had been obtained at these licensed saloons. Five murders reported in the daily papers one day last week, and every one of them planned in a saloon, and committed while the murderer was full of whiskey. Are we not reaping the fruits of this evil sowing?

One very sad feature of this reaping is that those who have had no part in the sowing have to bear their share of the reaping. The wives and children who had no part in the scattering of this seed, are compelled to bear the heavier part of the harvest of evil products. The murder of Prof. Wm. Lipscomb, principal of the High School at Austin, Tex., recently, is another case of the harvest of evil falling upon the shoulders of an innocent party.

Prof. Lipscomb was attending church, sitting quietly on a seat near the front, when the drunken murderer staggered up the aisle, drew a revolver and shot him in the back, causing death in a few minutes. There was no cause for the commission of this crime, except that the man had lost his position as janitor of the High School, and he thought Prof. Lipscomb had been the cause of it. But does any one suppose that this would have caused murder without the inflaming power of whiskey? The murderer, no doubt, will be punished, but what of the seed sowers, those who furnish the prime cause of the murder back of him? "We reap as we sow."

The saloons are constantly sowing evil seed, and the schools sowing good seed, hence there is eternal war between the school and the saloon. May the teachers be more earnest in sowing good seed that will grow up and crowd out much of this evil.

Just now there is great need of this sound advice from "Learning by Doing."

"Let those to whom it is given to prescribe or advise as to professional reading for working teachers, beware of making the bill of fare monotonously solid. In the main our educational literature is of a kind to lie heavy on the mental stomach. There is too much of the strong meat of psychology that is purveyed by the philosophers, and our teachers grow tired of the flavorless pan-dowdy that is forever dished up in the school papers. Give them a lighter diet part of the time, at least, an occasional salad from Mark Twain or Kipling—sharp and piquant—or put in the menu some watercresses and wild berries, with the dew and bloom yet on them, from the pen of John Burroughs, Thoreau, or Maurice Thompson. Then, forbid not the teachers the full feast of appetizing good things that is spread each month in the best magazines.

Over-feeding and an unchanging diet are as bad for the mind as for the body, and like the body, the mind must be wholesomely fed if it is to do good work.

We join our protest with the Western School Journal against the statement that a teacher's worth is to be meas-

ured by the salary he or she may be receiving. Thousands of the best teachers in the land are, by circumstances, chained down to localities, hence are unable to seek wider fields and more adequate pay. The apostle Paul, we are quite sure, did not receive \$35 a month. Comenius and Pestalozzi were underpaid, and Dr. Arnold of Rugby's small salary cannot for a moment be taken as a measure of his services to his school and to mankind.

The American Association for the Advancement of Science meets at Columbus O., August 21-26. A very strong programme has been prepared, the meeting is sure to be a very profitable one, for every one who attends, and the papers will be valuable contributions for the advancement of science.

THE NATIONAL EDUCATIONAL ASSOCIATION.

Every returning delegate is loud in his praises of the meeting held at Los Angeles. Probably there never was held a more successful convention of the N. E. A. in the history of the organization. The attendance is given at from 12 to 15 thousand which is certainly a remarkable record for a meeting held on the Pacific Coast.

The selection of O. T. Corson of Columbus, O., for president is certainly a wise one. A better man for the place it would be hard to find. He is an institute lecturer and worker who is known and honored all over Ohio, and is in close touch with the public schools. He has executive ability of a high order, and will make a model presiding officer.

The election of Superintendent F. Louis Soldan of St. Louis as president of the National Council of Education is a well-merited tribute to one of the strongest executives among the city superintendents of the entire country. Dr. Soldan will guide the National Council aright.

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F. H. FOWLER.

(In Wisconsin Journal of Education.)

One of the great pedagogical principles of to-day is, "you must interest the child," and it contains a great truth; but, as interpreted and applied to-day, it too often means that you must amuse the child. As a result, a great deal of nonsense is placed before the child, because it amuses him. The true interest of the school room should be that interest that comes from application to, and conquest of, the subject in hand, under the guidance of an enthusiastic teacher. The constant effort of the teacher now-a-days is to so interest the child that some knowledge may be slipped in on him unawares. The teacher seeks to lift the child over all hard places, and to clear the path for him so he will not lose interest by meeting difficulties. The teacher does the work that should be done by the pupils. Thus the poor child is deprived of that valuable discipline that comes from conscious application, close, hard, and long continued. The moral fiber of a child thus treated lacks strength and vigor, and he is ill-prepared to meet the problems of life unflinchingly. The school is not entirely to blame for this. The public has demanded it, and the school has heeded the demand, but it has gone further than it needed to in its effort to serve its master. The cry, once started, has been taken up and echoed from one end of our land to the other, and some have thought that they had at last discovered an easy road to knowledge," is as true to-day as ever. To acquire knowledge requires hard labor and a great deal of unavoidable drudgery.

OUR FLAG.

Everything about the star-spangled banner had a meaning when the design was made. The stars represented the new constellation of States, the blue was copied from the Scotch Covenanters' banner, and was a hint of the league-covenant of the United Colonies, against oppression. It also typified perseverance and justice. The stars were placed in a circle, which, being without end, meant the lasting power of our country. There were thirteen stripes, the number of original States, the red denoting daring, and the white purity.



AMERICA'S FLORENCE NIGHTINGALE.

BY BESSIE L. PUTNAM.

Clara Barton, whose Red Cross movement in Cuba was only abandoned (temporarily) when the evacuation of the islands by Americans became necessary, is by no means a novice in military matters.

Her first work for the public (with the exception of several years as teacher in the public schools) began as clerk in the patent office. Miss Barton enjoys the distinction of being the first woman to receive an appointment as government clerk upon her own merits; and that she remained faithfully at her post, ignoring the vulgar witticisms of some of her male colleagues who made a practice of gathering about the corridor, and by rude remarks, rendering her station anything but pleasant, is evidence that she is deservedly classed with the band who, by indomitable courage and perseverance, have earned for their sex so many rights and privileges.

Her pronounced anti-slavery principles led to her removal shortly before the civil war opened. She was returned early in Lincoln's administration, and her intense loyalty is shown by a proposal made to the Commissioner of Patents to fill satisfactorily to the department any two positions below examinership then occupied by disloyal persons, the salaries of the two persons thus filled to be returned to the United States Treasury. As no legal provision was made for such action, the Commissioner, with tears in his eyes, was forced to decline her offer.

Her unusual executive ability, unfaltering courage and earnest devotion soon called her to other fields; and Cedar Mountain, South Mountain, Antietam, Harper's Ferry, Fredericksburg, Fort Wagner and other places felt in turn her strong helping hand in hospital work.

Great as were her services during the war, the work which followed its close was, perhaps, even more important. Realizing that in so many instances the sole record was summed up in the sad uncertainty, "Missing," she determined to organize a bureau of information for the benefit of friends of such persons. The vastness of the undertaking drew forth only words of discouragement from the War Department. But she personally solicited the President, and gained both his confidence and assistance. Later she made the acquaintance of one who had been for nearly two years a prisoner at Andersonville, and had been charged by the Confederates with the duty of keeping the Death Register of prisoners. "I first learned by minute inquiry," writes she, "the method adopted in the burial of the dead, and by carefully comparing his accounts, with a draft which he had made of the grounds, I became convinced of the possibility of identifying the

graves, comparing the number, post or board, marking each man's position in the trench in which he was buried with the corresponding number against his name upon the register kept by Mr. Atwater, which he informed me was then in the possession of the War Department." When her labors were over the graves of 12,920 victims were marked, and only 400 bore the common inscription, "Unknown Union Soldiers." Aside from the satisfaction given to thousands of friends, the rolls made public by Clara Barton rendered possible a just settlement of accounts and bounties to the amount of many millions of dollars.

Harmonsburg, Pa., July, 1899.

THE INDIVIDUAL FACTOR.

BY JAMES N. DAVID.

In adding, subtracting, multiplying or dividing, if the individual factors are properly placed and the right relations maintained the results are correct, if not the results are wrong. The more numerous and complex the operations, once error is introduced into the factors, the greater the error in the final result. Teachers should be especially careful with the individual members of their schools. If the individual relations are correct then the results in the classes and the masses will be correct. Many people say they have no value, this is a great mistake. In numbers the "cipher" always has some value, one function is to fill vacant orders. Three ciphers thus "000" mean but little, but placed beside the significant figure "3," thus "9000," they add thousands to its value, or placed thus, "0000," they detract thousands. So the proper placing of the human factor or its misplacement, adds or detracts from the sum of human good. "Wisdom is better than weapons of war, but one sinner destroyeth much good."

Teachers should keep well in mind that the present finds its roots anchored deep in the past. Schools, teaching and civil government are very old. For instance, our system of graded courts finds its origin before the giving of the Ten Commandments. Moses sat in the gate judging the people, and Jethro, doubtless from his experience, suggested the appointment of judges for tens, for fifties, for hundreds, for thousands, and Moses to be judge of the Supreme Court of Appeals. Moses commanded the people to elect wise men, men of understanding and known men, whom he made judges, reserving to himself the judgment of difficult cases. So in our courts, justices for petty cases, circuits courts, and appeal courts, are very old. The Ten Commandments contain nothing new, unless it be the second commandment, which is a corollary of the first, and the fourth, which grows out of the second and third. They are the written constitution of a new nature called out of other nations for a special purpose. There always was a God of gods revered. Fixed and parental relations had existed from the beginning of the world. Murder, adultery, theft, lying and covetousness had long been known, and laws for their punishment existed ages before Moses lived. This does not detract

from the authority of the Bible, but adds to it, for out of the civil polity of Israel was to be developed a spiritual Israel that was to include all nations of the world. History everywhere teaches that directly or indirectly the people here ruled. Sacred and profane history shows how tyrants have been held in check. "They feared the people" is the oft-repeated expression. The great lesson that needs to be repeated over and over again is, "no man liveth to himself."

The character of any nation depends on its individual members. The special duty of teachers is to see that the individual boys and girls in their schools are started right, and then they can feel secure that the glory of this mighty nation is secure, and that part of the honor belongs to them.

Clarksburg, W. Va., July 28, 1899.

HOLMES AND NATURE.

BY BESSIE L. PUTNAM.

Dr. Holmes has said that he loved himself and made himself his prime study, a confession which he could afford to make without a blush, keeping in view, as he always did, his fraternal relation to the rest of mankind. In his writing as in his personality, the social nature predominates, and his name will recall to many generations yet to come the man who measured time by his number of years young. But while he is renowned for his wit, humor, satire, wisdom and pathos, there is in the background the same strong love of nature which has characterized the works of his brother poets.

This element is emphatically shown in his ode to our "first sweet singer" on his seventieth birthday: It is, in fact, a revelation of the real source of his art; and he who first sounded the praises of "God's first temples" was no more enthusiastic on the subject than Dr. Holmes:

How can we praise the verse whose music flows,
With solemn cadence and majestic close,
Pure as the dew that filters through the rose?

Poets, like youngest children, never grow
Out of their mother's fondness. Nature so
Holds their soft hands, and will not let them go,

Till at the last they track with even feet
Her rhythmic footsteps, and their pulses beat
Twinned with her pulses, and their lips repeat

The secrets she has told them, as their own:
Thus is the inmost soul of Nature known,
And the rapt minstrel shares her awful throne!

Says his biographer in the latest and most approved collection of his poetical works, the Cambridge edition, (Houghton, Mifflin & Co., Boston): "In the introduction to 'A Moral Antipathy,' Dr. Holmes has dwelt upon the conditions of his childish life, the rural simplicity of nature, the hills which were the playground of his imagination, the glimpses of sails in the distance, even though the water itself was invisible. 'I am very thankful,' he says, 'that the first part of my life was not passed shut in between high walls and treading the unimpressible and un-

sympathetic pavement.' " And when in mature years he found for a time a home among the ancestral hills, his writings of that period were permeated with the joy which filled his soul. What a vivid picture of rural life is found in "The Ploughman!" Where a more invigorating and enchanting representation of Spring! "Seven sweet summers," says the poet, in speaking of this period, "the happiest of my life. I wouldn't exchange the recollection of them for a suburban villa. One thing I shall always be glad of; that I planted seven hundred trees for somebody to sit in the shade of."

Trees, by the way, were Dr. Holmes' special delight; and he grew to be quite an authority on the subject, especially on matters relating to mammoth trees. Even Dr. Gray, the renowned botanist, was glad to consult him as an authority. And it is worthy of note that the poem considered by Whittier as his greatest, the one which Lincoln could repeat word for word, found here its central thought.

"The Last Leaf" was suggested, the author tells us in an introductory note in the edition above cited, by a well-known Bostonian, "the last of the cocked hats." "His aspect among the crowds of a later generation reminded me of a withered leaf which has held to its stem through the storms of autumn and winter, and finds itself clinging to its bough while the new growths of spring are bursting into buds and spreading their foliage all around it." And when in 1894 this poem was chosen by his publishers for illustration and decoration, he added the following:

"I have lasted long enough to serve as an illustration of my own poem. I am one of the very last of the leaves which still cling to the bough of life that budded in the spring of the nineteenth century. * * * I am pleased to find that this poem, carrying with it the marks of having been written in the jocund morning of life, is still read and cared for. It was with a smile on my lips that I wrote it; I cannot read it without a sigh of tender remembrance. I hope it will not sadden my older readers, while it may amuse some of the younger ones to whom its experiences are as yet only floating fancies."

Mark the beautiful lesson drawn directly from nature in his favorite poem, "The Chambered Nautilus." Surely art has in this instance most skillfully blended with science, each in the alliance more to be admired.

"In writing the poem," he says, "I was filled with a better feeling—the highest state of mental exaltation and the most crystalline clairvoyance, as it seemed to me—I mean that lucid vision of one's thought, and of all forms of expression which will be at once precise and musical, which is the poet's special gift, however large or small in amount or value."

QUERIES FROM THE STUDY OF HOLMES.

1. What was his first famous poem? and its mission?
2. What prominent magazine has Howells said that he "not named, but made?"
3. Why did he adopt the unusual meter found in "The Last Leaf?"
4. What poem brought against him unjustly the accusation of plagiarism?

5. What was "The Golden Flowers?"
6. From what is the following taken?
Day hath put on his jacket, and around
His burning bosom buttoned it with stars.
7. What is the best feature in "Over the Teacups?"
8. What insect has been immortalized by him in verse?
9. Of whom did he write,
Have the pale wayside weeds no fond regret
For him who read the secrets they enfold?
Shall the proud spangles of the field forget
The verse that lent new glory to their goad?
10. Of whom?
The wild flowers spring from their native sod,
Lent all their charms thy new world song to fill,
Gave thee the mayflower and the golden rod
To match the daisy and the daffodil.

ANSWERS.

1. Old Ironsides; to save the frigate Constitution from destruction.
 2. The Atlantic Monthly.
 3. To betray suspected copyists.
 4. The Two Streams.
 5. The chrysanthemum.
 6. Evening.
 7. The Broomstick Train.
 8. The katydid.
 9. James Russell Lowell.
 10. John G. Whittier.
- Harmonsbury, Pa., July, 1899.

THE FARMER TEACHER.

[An extract from one of Prof. Butler's Tea Table Talks, given in the *School News*.]

"I am Prof. Veneer, ladies and gentlemen," remarked a caller just as we finish our tea and shove the cups aside for the chat. "I presume you have heard of me. I am to take charge of the Wabbletown schools as principal, or rather superintendent, I should say." We admit him to the company without credentials and order for him a cup of tea, for we have heard of him. It may be well to explain to those who have been away all summer that the Wabbletown board has been in a dead-lock for two months. Bad blood has manifested itself among the members, resulting in the resignation of the president and the electing of another. The bone of contention was whether the former principal should be retained or another elected who could be employed for about half as much money. Three members and the president favored the incumbent, but the president was debarred from giving the decisive vote by the other three casting their votes respectively for Thomas, Richard and Henry, and thus preventing the tie contemplated in such cases by the law. Prof. Veneer wins as a compromise candidate. He explains that he "hasn't did" any educational work except "institoot" work for the past two years, but has been engaged in canvassing, hence is a little rusty, but can soon brighten up. He "hasn't saw" the county superintendent yet, but there will be no trouble about his certificate for he is a graduate of the Skimmerton normal school, having

completed the entire course, including "pedagawgy," in one year. After graduating he taught with such remarkable success that the board offered to double his wages if he would continue another year; but they had elected a woman on the board, and she insisted that as they employed but five teachers he ought to teach half the time, while he wanted all the time for supervision. This difference of opinion led to his non-acceptance, and it was then too late to secure another position, though he has since declined many offers. The Professor parts his hair in the middle and makes extravagant use of cheap cigars and the pronoun I. He is, nevertheless, a very clever fellow. He is, in fact, your best friend at first sight. He is something of a politician, a phrenologist, and

"At ease can doff his scholar's gown
to peddle wares from town to town."

He is sole agent for—, well, he will call on you.

Some one remarks "I have never known as many changes among teachers. Some who have taught in the towns for years have gone out and taken country schools; on the other hand, some who have always taught in the country have been elected as principals of town and village schools.

The shuffling of teachers is not without its good effects. Not long ago I met a lady at an institute whom I had formerly known as an assistant in a high school. She was teaching in the country, where for five years she had been empress of all she surveyed. True, she had no principal to report the bad boy to, or to stand between her and the irate pater or mater familias; no sister teachers to gossip with at recess and to exchange tales of woe with after school; but she was healthier, happier, and was making more money than when she taught in town, and she seemed to glory in the fact that she was her own boss." "I think," interposes the Professor, "that if the shuffling could continue until all the clodhoppers are rooted out, it would be a good thing for the schools and for we professional teachers. I think, though, their day is about done. For a man to raise corn and cabbage half the year and teach school the other half will soon be a thing of the past." The professor here squinted through his eyeglasses from one to another for the approval or applause which he expected, but which for some reason was withheld. He did not observe Mr. Harrowwell, who had quietly slipped in and taken a back seat as if desirous of securing a few crumbs from the schoolmasters' Tea-table. There was no applause of the professor's effusion, for it is well known that Mr. Harrowwell's corn and cabbage, raised in the summer, are of the very best, and that his boys and girls, educated in the winter, always take first rank at the final examinations.

The professor, having finished his tea and by a peculiar law of attraction having drawn around him half a dozen ladies who are to be his subordinates, is descanting upon the many failings of the former principal, the disjointed and demoralized condition of the school, and the reforms he expects to inaugurate. He is listening sympathetically to the tales of oppression and smiles approvingly at cer-

tain suggestions concerning promotions that were not made, changes that were made, petitions to the board that were referred back to the principal and from him back to the petitioners without his signature, and a whole scrap-basket full of similar bits of intelligence. These are all stamped by the professor with the pronoun I, but they come too fast for him to attach any predicates to the subject.

As the professor and his coterie are entertaining the company, I find myself cogitating about the clodhopper, or farmer teacher, as I prefer to call him. Considering his chances he is doing excellent work. I have taken some pains to post myself and am ready to conclude that, viewed not from books alone, but from that which goes toward developing genuine manly and womanly character, some of the very best work done in the common schools is done by the self-same clodhopper. True, he does not know much about psychology. He could not read a treatise on apperception or read one intelligently if written by some one else; yet he is well up in truthfulness, industry, respect for the rights of others, and the remaining seven virtues that go to make up the decalogue of moral principles. Let me make a parenthesis. (Doubtless psychology underlies the art of teaching, just as chemistry underlies the art of cooking. Our mothers knew very little about the generating of carbonic acid gas in a scientific way, or the important work of this compound in causing bread to rise, yet where is the loaf from the experimental station or chemical laboratory equal to that molded by her saintly hands and baked in her savory oven? I have no quarrel with psychology. On the contrary, I have the same faith in it that I have in chemistry; but so long as manly men and womanly women are the products of the schools, what matters it about psychology?) The farmer teacher is snubbed by the fraternity and made to feel that he ought to take off his hat at every turn and apologize to somebody for teaching school in the winter because he owns and cultivates a farm in the summer. This is all uncalled for. The farmer teacher wants to put a stop to all this by subscribing for the School journals and letting his light shine. We need more farmer teachers in the country schools. Very few country districts can or will sustain a term of sufficient length or pay a salary sufficient to demand the full time of a man or woman whose sole business is teaching school. The long vacations must be employed in some way, and, as the case stands at present, it is only a matter of choice among agent teachers, peddler teachers, loafer teachers, tinker teachers, and farmer teachers. I speak more particularly of the men; of course none of these epithets apply to women. I was not aware that I had spoken the last two sentences aloud until the professor and his ladies all looked at me a moment in amazement and then began to laugh, which disturbed my cogitation.

The professor descants upon the superiority of the town school over the country school. I remark that such is the supposition, but the facts do not warrant the supposition. Examinations for admission to high schools everywhere prove the supposition to be erroneous. And, really, there

is no good reason why the school of the country should not be superior in every respect to any or all the eight grades below the high school of the ordinary town. In the country, the balance between mental and physical exercise is preserved in the freedom from social dissipation, which is the bane of town school life, in the wholesome, health-inspiring, out-door exercise, in the necessary morning and evening walk, and in the chores to be done at home. It is a law of physics that action and reaction are equal and in opposite directions. The same law holds in mental activity; but the play comes between mental and physical work, and not between mental work and physical dawdling and dissipation. Hence if we add to the above the close and intimate contact with nature in all her alluring forms and the opportunity or necessity for learning to work during vacations and out of school hours, the balance is largely in favor of the country school in all that contributes to the symmetrical and right education of body, mind, and soul. There is but one thing lacking, namely: more teachers who love the country and are content to teach in the country, and who have sufficient education and elevation to justify their re-employment from term to term for a series of years. This lack can be supplied by elevating to his true position the farmer teacher.

READING IN THE PRIMARY GRADES.

BY E. A. FRITTER.

Reading is a very important branch of study, because it eventually becomes the key to knowledge stored in books. It opens to the individual an acquaintance and companionship with the good and wise of all ages. Good reading implies two things: (1) the ability to interpret the printed page, (2) the ability to express clearly the thoughts of the author thus interpreted from the symbols.

Charts, readers, books of any kind are not the primary objects of study. In all elementary study of every branch and field of learning the objects must themselves be studied in order to form proper conceptions of what the symbols subsequently employed are to represent. Not all things pertaining to any object of knowledge must be known in order to have a fair conception of it from the symbol representing it. But in elementary education, at least, the symbol is almost worthless without a fair understanding of the thing or idea represented by the symbol. In fact, a child has no need of a symbol until an object is studied or an idea formed that needs symbolizing. The symbol should be presented at the time of acquiring the fact. This symbol may be either oral or graphic. In the primary grades the oral work necessarily precedes the written. In the very nature of things, this truth readily appears. Therefore, let it be clearly understood that the learning of symbols before studying the objects represented by them is often worse than useless, and can never be made productive of the best results in education. Any attempt to learn meaningless symbols dulls interest, weakens the powers of investigation, and establishes habits of indifference and laziness.

In ordinary lessons the content is the chief feature. The idea must get in before it can be intelligently expressed; therefore, no hindrance to the acquisition of knowledge should be put in the way of the learner. All effort must be first directed toward acquiring knowledge; then pains should be taken to see that the knowledge gained is expressed orally. Imitative expression without a corresponding knowledge of what is read or spoken is not true reading. The power to think, here as elsewhere, is of primary importance.

From this it follows that the teacher should first see that the thought is clearly understood. Every reading lesson should be based upon some subject with which the child is in a measure familiar. This is especially true in the lower grades. Throughout the entire course the reading should be well correlated with the ordinary work of the class.

It is now conceded by all educators that a study of the concrete should precede the study of the abstract. Great care should be exercised by the teacher to secure a study of material objects by the child before setting the child to studying about these things from books. In developing knowledge the teacher should not only find the proper point of contact from which to proceed in the instruction, but he must, as far as possible, use language already familiar to the child. But after the subject has been developed and the new idea grasped by the child, the learner should be judiciously aided in clothing the idea with appropriate language. Necessarily the teacher, or the books, must furnish some of the words indicative of the recently gleaned ideas.

Developing ideas demand utterance. Science, study and literature furnish material for developing ideas. They are at the base of language, of expression, for children. Nature study and literature furnish the materials for thought, which must lie back of all intelligent expression whether it manifests itself in vocal tones or in graphic representation. As before stated, the oral precedes the written expression, and both follow in sequence of thought. The child is expected to make progress in some particular in every lesson. Not only must the child come into possession of facts, learn new relations concerning facts formerly learned and thus be aided in organizing his knowledge, but he must also be aided in learning to express his ideas. It is well for the teacher to bear in mind that as the word is valueless without the idea, so the idea is inert without the power to express it. Knowledge, to be of greatest value, must be ready for immediate and constant use. It is of little value to know and not be able to do. In order that the individual may be forceful in the world, he should be able to express his ideas in suitable language. But it should ever be remembered that one gets out of written language only what he can put into it.

In the first instance then, I consider nature study—a handling and observing of things—a most valuable foundation in knowledge from which the symbols representing the ideas already present may be mastered. I would make the study of things a basis for work in reading. In fact the child should never attempt the translation of the print-

ed page until he has been made reasonably familiar with the content by oral lessons. Nor should a written word or symbol be given to a child in the primary grade until the idea represented by it has been fairly mastered.

Next to the real live object, the child is most interested in the story. The myth—the mysterious, is quite as attractive, in a certain way as the real. The imagination of the normal child is as active as its senses are alert. It is as necessary to cultivate the imagination as it is to direct the powers of observation. While it is true that we gain a knowledge of the outside world through the senses, it is just as certain that the inner being, the real self, is developed by thinking, by reflection, by imagining, etc., and that the outside world is to the individual chiefly what his thinking makes it for him. I propose in the second place, to make literature one of the bases for reading. Through the way of myth-land, fairy-land, hero-land, we float into the realms of poetry or enter the broad domain of history. I would use this point of interest to attract the child. From the story (literature), proceed to the symbols (words and sentences). The child learns the story, imagines (thinks, if you prefer it), expresses orally, and is then introduced to the symbol. Already familiar with the content, he soon invests the symbols with their proper significance. Back of the word, back of the sentence, lies the thought. The child soon learns this; he is interested; he is delighted; he is aroused; he lives in a new world of thought; he feels a new power within; he knows himself a master, and reading to him becomes a reality. Reading, when approached by this avenue, is never a drudge, but a matter of interest and delight, because ever springing pleasant surprises. Here symbols stand for ideas, and become fountains of sparkling truth to the earnest inquisitive mind of the child. The most important observations to the teacher are, that every story should be well learned, definite ideas should be formed, and accurate expression should be carefully cultivated.

The mere knowing will not necessarily lead to good reading, although good reading is always conditioned upon good thinking. No matter how well the content may be understood, good expression is largely a matter of imitation.

As to the matter of imitation in reading, only a few words are necessary. If the child has good habits of speaking, he will very likely read well what he understands; if his speaking is poor, it follows that his oral expression in reading will likewise be faulty. The same pains and drills as are used in securing good expression in talking apply to this case also. The teacher, as a model, can do much by good reading for the pupils. The pupils who do read well, will, by their reading, greatly assist those less fortunate.

Here, as elsewhere, the child learns to do by doing; therefore, have him read much, keep up a good interest. Do not give more vocabulary than can be mastered by the pupil. Repetition of words once learned given in new sentences and stories is restful and invigorating. The aim should be not to confuse but to give the learned confidence. Much drill is necessary to proficiency; but the drill will be a delight when based upon intelligent work.

The space allotted me for this article will not permit of a detailed statement of how to collect and present the material for the reading class. Nor can I here discuss that important step by which the pupil becomes able to master the new words from the symbols composing them.—The Inland Educator.

IMPRESSIONS OF THE N. E. A.

I. W. HOWERTH, PH. D.

The National Education Association in which ten to fifteen thousand teachers are brought together is an interesting phenomenon from any point of view from which it may be considered. If there were no sessions of the various departments, no papers read and discussed, it would still be worth a great deal on account of the opportunity for enlarging acquaintance, and the inevitable interchange of ideas which it affords.

The Association at Los Angeles was the largest in point of numbers that has ever been held. Judging from their personal appearance and from other indications, those present represented the cream of the teaching profession. I heard many favorable comments in regard to the politeness and intelligence of the great multitude of men and women who had crossed the plains to attend the Association and to enjoy the delights of the California scenery and climate.

The selection of Los Angeles as the place for the Association was a good one. The climate of that part of California is delightful, and no one but a Californian of several years' standing and practice would attempt to describe it. The hospitality shown by the people was all that could be expected. In fact, it was, perhaps, more spontaneous and inventive than could be shown by any city of the East. There were entertainments of various kinds throughout the entire session of the Association. There were Los Angeles Day, University Day, San Francisco Day, Stockton Day, Santa Barbara Day, etc., which presented variety, and gave opportunity each successive day for a sort of relief guard of hospitality. At almost every hotel there was always plenty of lemonade on tap, abundance of delicious fruit, and at the many receptions tendered, light refreshments were served and music furnished. There were trolley drives, concerts, theater performances and other forms of entertainment and amusement at nominal expense. There were excursions to the beach, to the islands, to the mountains, and to every other place in which there was supposed to be opportunity for sight-seeing and amusement. The city and county teachers of Los Angeles bought outright a whole orange orchard and turned the visiting teachers loose in it to pick oranges from the trees. Every little town in Southern California wanted the Association to "come over to my house and bring all the folks." They were ready, they declared, to give them drives about the city and over the surrounding country, never forgetting to speak of those drives as "beautiful," or "magnificent," or of the surrounding country as "a famous agricultural district."

It was on account of the many attractions outside of the

city that many a teacher who was supposed to be attending the N. E. A. perhaps never heard a single paper, and yet the meetings were fairly attended, and the papers and discussions were interesting, although it must be confessed that some of the speakers seemed to have been drawn into the discussion merely by their inability to restrain themselves, and not because they had anything particular to say. This is always true, of course, at a meeting of this kind. The general programme, with its large variety of subjects, and its announcement of many names well known in the teaching profession offered an intellectual feast of sufficient variety to interest all classes of teachers. There was much disappointment expressed, however, at the absence of many who had been announced to speak. It would seem that anyone accepting a place on the programme of such an association would make every effort to be present. The number of absences indicated that this had not been done, and certainly suggests that the programme committees should exercise more care in their selections. The papers read, however, were in general good, though many of them were nothing more, and some of them something less. One would naturally expect at such a meeting to hear a good deal of the common place, and there was no disappointment, so far as that was concerned. The number of educational repeaters was somewhat surprising to any one who supposed that from so large a field as the United States it would be difficult to draw more than enough prominent and able educators to discuss the various topics. Some of the names appeared on the programme three or four times, and one, I am told (I have not taken the trouble to count), as many as six times. This suggests either extraordinary individual energy or an extraordinary demand of the committee on programme.

What I have just said about repeaters leads me to say that from all appearances the N. E. A. is run by a limited number of men who are using it more or less in their own personal interests. This is natural, and I am not complaining about it, but it does seem that the teachers generally should take more interest in the management of the Association; that is, there should be a larger number of active members who make it their business to attend the Association as often as possible, and to be present at the business meetings of the department in which they are chiefly interested. In illustration of the apathy mentioned, I may refer to the fact that at the meeting of the teachers from Illinois to select a member of the Nominating Committee, only about half a dozen were present.

As I have already suggested, the chief benefit from attending the N. E. A. arises from the opportunity to meet and talk with fellow teachers, and thereby to gain the inspiration which comes from intellectual and social contact. The mere trip, with all its experiences of sight seeing, relief from ordinary routine of work, and the new ideas which unconsciously, and without effort, get into the mind, is almost sure to widen a teacher's horizon, to increase his fund of knowledge and to awaken his sympathies, and thereby put him in better condition for the work to which he is to return.

The University of Chicago.

EDUCATIONAL NOTES.

BY D. M. HARRIS.

THE VALUE OF EDUCATION.

To the average American value forms the main standard of estimating worth of a thing. His first question generally is, "Will it pay?" It is a painful fact that the vast majority of the people do not rise above the material aspects of life. If education will help to get more money than it is a good thing, but if it does not then it is not worth having. It is fortunate for the advocates of education that they can meet the question with a satisfactory reply. It does pay to educate, and it pays in dollars and cents. Secretary Wilson of the Department of Agriculture presents the matter in this practical manner:

"The uneducated man earns on the farm from ten to twenty dollars a month; the educated man earns easily from fifty to one hundred dollars. The native horse, without blood or development, in some of our Northwestern States is valued at ten dollars a head; a well-bred, well-developed horse is worth from one hundred to one thousand dollars. A native cow in some of our newer States yields seven dollars and fifty cents' worth of products in a year; the improved cow in the hands of a skilled dairyman yields seventy-five dollars worth of products in the same time. Corn in Iowa some years is worth ten cents a bushel, where it is the one crop of the farm, but the skilled feeder makes it worth forty cents. The common pineapple weighs from three to four pounds, and sells for from ten to twenty cents; the scientist hybridizes the same pineapple, and makes it weigh from eight to twelve pounds, worth seventy-five cents or a dollar, besides improving its flavor. The young man's labor when he comes to college is worth no more than that of the uneducated farm hand; but if he studies the science relating to some one industry, his labor is in demand everywhere. His earning capacity was equal to one laborer when he entered; it is equal to half a dozen after he has graduated."

The Secretary might have extended his illustrations ad infinitum. It is claimed that at the present time there is one college graduate in every nine-one of the population of the United States, twenty-five years ago there was but one in 253 and prior to this century only about one to every 750. Thus it will be seen that the number of educated people is multiplying with great rapidity. It is a fact of great significance, too, that the small proportion of educated men and women furnish the great majority of leaders in public, business and professional life. Statistics have so often proved this fact that it is hardly worth while to call attention to it. As a rule, the better a man's education the higher the wages he receives. So far has Germany in recent years been outstripping the British that our British cousins appointed a committee to go to Germany to study the situation, and the committee

reported to Parliament that German progress was due to education—"especially to the technological training recently added to the thorough general culture for which Germany had already become noted." German education is aiding the German people to surpass all the rest of Europe in material wealth.

THE BIBLE IN COLLEGE.

Secular education makes but little provision for the study of the Bible. From even the lowest point of view this is a manifest blunder. The Bible, whatever view men may have of it as a religious treasure-house, has had an immense influence on the growth and development of modern civilization. To be ignorant of it is to be ignorant of the sources of history. All literature is saturated with Bible language, and Bible imagery, and to be unfamiliar with the literature of the Bible is to be incompetent to appreciate and enjoy the best productions of modern writers. It is the basis of the thought of the common people, and not to know it is to be a stranger to the life of humanity in Christian countries. If we would know Greek life and Greek civilization, we must know Homer, and in like manner must the student of modern society know the Bible. President W. R. Harper of the University of Chicago gives some sound and cogent reasons why every college student should study the Bible.

1. Because the Bible is so well known.
2. Because the Bible is not so well known.
3. Because of what it is as history.
4. Because of what it is as literature.
5. Because the Bible shows the gradual development through centuries of a divine plan for man's redemption.
6. Because the Bible describes the consummation of this plan in the life and death of Jesus Christ, and in the establishment of the Christian Church.
7. Because it contains the fundamental principles of natural life.
8. Because it prescribes a rule of guidance for individual life.
9. Because it furnishes strength to resist evil.
10. Because without that broader, deeper view of the Bible the student is in danger of losing his respect and his regard for the sacred Book.
11. The college student should study the Bible because he of all men must teach the Bible, if it is to be taught wisely and intelligently.

To these reasons might be added many others equally forceful. If a student had no higher motive for the study of the Bible than to form a good style of composition it would pay every one to read and re-read this venerable book. The great writers of the German and the English languages have unconsciously made the Bible their model. The greatest lawyers of America, without exception, have been the closest and deepest students of this Book of books. Its maxims, its proverbs and its stories are so apt and so adopted to the purposes of the lawyer that the Bible is as useful to him as Blackstone or Kent. Leaving entirely out of sight the authenticity of the Bible as a book of literature, it is without a peer in the literature

of the world. It enshrines the deepest and sublimest experiences of mankind, and should be studied for its treasures of earthly wisdom, if for no other reason. Finally, it is not possible to understand the history of Europe and America without understanding this marvelous Book. The warp and woof of Christian civilization were grown in the Bible. It is everybody's Book, whether he be believer or unbeliever, Catholic or Protestant, Jew, or Gentile.

EDUCATION IN PORTO RICO.

Now that Porto Rico has become United States territory the people of this country are interested in the educational reforms that are going on in the island. School teaching in Porto Rico does not offer any great inducement to Americans. In the first place, the people all speak the Spanish language, and, of course, for a long time to come the schools, to be profitable, must be Spanish. The last thing a people gives up is its language. In the next place the price paid teachers is so small, compared with what good teachers can get at home, is discouraging. The highest price paid in Porto Rican schools is fifty dollars a month. Dr. Victor S. Clark, sub-director of Public Instruction in the island, has prepared a revised course of study, containing only such subjects as are taught in American schools, but of course the subject must be taught in Spanish. A correspondent of the Louisville Courier Journal says: As understood in this country, there is no system of higher education in Porto Rico. No school on the island affords adequate preparation for American college work. There are normal institutions for boys and girls. The public schools are kept open 12 months in the year, and six days in the week. In summer morning sessions only are held. There is no co-education of the sexes.

No schoolhouses exist on the island, the schools usually being held at the residences of the teachers. Only a part of the pupils have text-books. In many cases the pupils take to the schools the chairs which they occupy. The pupils study aloud. About fifty-five schools are reported in the island, and a little over \$300,000 is annually paid for their support. A great desire is manifested to learn English. New text-books are being published in this country to replace the Spanish books now in use. A pedagogical museum and American library have been established at San Juan.

The work of reorganizing the schools in Porto Rico must necessarily be slow. Many obstacles of which the people little dream must be overcome. The people must first be convinced of the importance of the public school, and then they must be taught to support public schools by public taxation. School houses must be built, as the public school cannot be kept in the private citizen's home. Education in Porto Rico is religious, and must be secularized, and here there will be friction. The church will continue to direct and control the educational policy of the people, it matters not who provides the funds.

CORRELATING COLLEGES.

This is an age of revolution in college life and college work. The religious denominations have all overdone the work of building colleges, and in order to save these institutions from utter destruction, church authorities are reconstructing their educational policy. Institutions that have hitherto borne the high sounding name of university are called colleges, and colleges are denominated academies. The number of colleges and universities has been greatly decreased in this way. Institutions that have existed for fifty years as colleges are being turned into academies, and made training schools for genuine colleges. This plan prevents friction and waste. The Methodist-Episcopal Church South is reorganizing all its institutions on this plan. It has schools of various kinds scattered over all the South, and it has adopted the plan of correlating its colleges with one central university. Vanderbilt University at Nashville, Tenn., has been recommended as the central university. All other schools in the denomination are to become tributary to the central university. The plan contemplates that in each State there shall be one college, and that around this college shall be grouped training schools as feeders, just as the colleges feed the university. This admirable system is meeting with the hearty approval of educators in the Church, and is in a fair way of being carried out.

The church has created an educational commission to superintend and direct the movement. The commission has made some very radical recommendations which, if accepted, will work a revolution in the educational policy of the denomination. The following suggestions of the commission will be approved by all intelligent educators:

We recommend that no institution be classified as a college unless it have:

(a) The support, and become the only college of at least one annual conference.

(b) A permanent annual income, not counting tuition fees, of at least \$3,000. This income may arise from the interest on an endowment fund, from Conference assessments, from private contributions, or otherwise, but should be so secured as to guarantee the permanent support of the institution.

In the opinion of this Commission, adequate instruction in the courses of study outlined for baccalaureat degrees cannot be properly given with a faculty of less than seven competent teachers.

We recommend that an institution to be classified as an university have an endowment of not less than \$1,000,000; that it be organized on a basis of professional schools and of elective studies with departments of original research.

A movement entirely similar to this is on foot in the Cumberland Presbyterian Church. Other denominations should adopt some such plan in order to conserve their educational forces and resources. This plan promises harmony, efficiency and progress.

The best teacher is ever ready to note suggestions and obey instructions.—Superintendent A. E. White.

POLITENESS IN SCHOOL.

Some people affect to despise etiquette and to take pride in ignoring the rules and forms of polite society but no teacher of children should ever adopt such a false view of life. Human intercourse can not exist without forms and ceremonies. There is no fact so potent and permanent as the fact of individuality. Men and women move about guarded and protected by their personality. The highest perfection of society always recognizes the fundamental fact that "I am I and You are You." There are certain limitations to our rights in expressing ourselves. We have no right to introduce upon the reserved rights of any individual. In order to protect our real identity we consent to observe social rules. It is because we are members of society that we are bound to set limits to our egotism and to repress our individualism. The conventionalities of society are not merely artificial forms invented by the silly and the idle; they are part of the social organism without which society could not exist. There is hardly any thing more difficult than to draw the line between genuine politeness and diletantism. It is only in the development of the truest individuality in each member of society that we can reach the truest politeness. Rude self-assertion is vulgar because it fails to recognize in others what we claim for ourselves. There is no more important part of education than politeness. In his great work on *The Philosophy of Education* Rozenkranz says:

"True politeness shows that it remains master of forms. It is very necessary to accustom children to courtesy and to bring them up in the etiquette of the prevailing social custom; but they must be prevented from falling into silly formality which makes the highest perfection of polite behavior to consist in a blind following of the dictates of the last fashion journal and in the exact copying of the phraseology and directions of some book on manners. One can best teach and practice politeness when he does not merely copy the social technique, but comprehends its original idea."

Thus we see that true politeness consists in comprehending the fundamental law of our own individuality and that of our fellow. Manners copied as we copy our ideas are uniformly hollow and empty. They degenerate into repulsive rules. Forms are suggested where principles are mastered. Just as in grammar or arithmetic principles are all important and rules only conveniences, so in society. Whoever has learned the deep meaning of his own personality finds no difficulty in being polite. New conditions and surroundings give the master of himself but little concern. He knows whenever he moves that he will be master of himself and cannot be seriously embarrassed. Books on etiquette are worth but little to one who has entered into communion with himself or herself. It is the business of the teacher to awaken in the pupil a true conception of self or self-hood.

There is no office within the gift of the people which should be so thoroughly severed from all political complications and possibilities as that pertaining to the education of the children. The farther the Board of Education

can be removed from contingencies of party politics the better. To this end the time of election or selection should be as far as possible from the heat of a political contest.—J. L. Pickard.

HISTORY STORY:

ANDREW JACKSON AS PRISONER OF WAR.

Andrew Jackson was 13 years old and as tall as a man. He was fearless and bold, and none more than he won renown as a scout.

About this time Tarleton, the British general, raided the settlements on Waxhaw Creek. He bribed and frightened many of Jackson's neighbors to join his army.

He pinned a red rag on their coats to show that they favored the British; but you may be sure that no red rag was pinned to the coat of Andrew Jackson.

He and his brothers escaped to the woods, and fought their foes as long as they could.

At last Robert and Andrew were captured. When a haughty officer ordered Andrew to black his boots, he stood proudly before the scowling redcoat and said: "Sir, I am a prisoner of war, and demand to be treated as such."

"Impudence!" shouted the officer. "Black the beets instantly."

The slim boy drew himself up; his eyes blazed like fire as he cried: "I am not a servant to any Briton that breathes!"

The officer struck at him with a sword. He parried the blow with his hand, but bore the scars to the end of his life.

Hugh died from neglect of wounds received in a battle. Andrew and Robert were taken to the town of Camden, which the British had captured.

They were kept, with nearly three hundred other Americans in an open field surrounded by a high board fence.

Disease soon killed many, and starvation killed more.

Their only hope was that some American would come and rescue them from what seemed worse than death itself.

Now, all this time Mrs. Jackson had been trying to find her boys. When she reached Camden, she so moved the hearts of the officers that they exchanged Andrew and Robert for some British prisoners. Her arms were soon around the two lads.

Robert was so ill that he was placed on a horse; the mother rode another horse. Andrew was gaunt and pale; he was without jacket or shoes, and so weak that he could hardly stand, yet he walked behind the horses; and thus the three plodded over forty miles to their old home.

Then both the boys fell ill with smallpox. Robert died, but Andrew recovered.

When news came of disease among the American prisoners in the harbor of Charleston, Andrew's mother resolved to go as nurse to the pest-laden ships. She arrived at Charleston, but soon after died of the fever; and so Andrew Jackson, at the age of 15, was left all alone in the world.—Four American Patriots, Werner School Book Company.

EXAMINATION.

ARITHMETIC.

1. Define (a) subtraction; (b) reduction; (c) decimal. Illustrate each definition by an example.
2. Divide 5-6 by .004 1-6.
3. Write a number that may be classified as concrete, odd, composite, integral, and simple, and explain why it may be so classified.
4. Write with proper symbols or abbreviations (a) nine degrees, ten minutes and thirty seconds; (b) five days, twelve hours, nineteen minutes; (c) the ratio of one-third to five equals the ratio of two-fifths to six; (d) the cube root of seven hundred and twenty-nine equals the second power of three.
5. Reduce (a) 2 pk. 4 qt. to the decimal of a bushel; (b) 37-44a. to integers of lower denominations.
6. A note of \$285 bearing 6 per cent interest, given June 17, 1891, has endorsed upon it a payment of \$100, March 4, 1892. Find the sum due on the note November 1, 1892.
7. Divide 1 ml. 86 rd. 1 yd. 2 ft. 6 in. by 23.
8. If a grocer sells coffee that costs him 26½ cents per pound in New York and 32 cents a hundred for freight and cartage, for 36 cents a pound, what is his gain per cent?
9. Find the list price of a phaeton, the net price of which after deducting trade discounts of 25 per cent and 10 per cent, is \$108.
10. Find the diagonal of the floor of a room 18 feet by 16 feet. (Correct to two decimal places.)

GEOGRAPHY.

1. Name and define three of the natural divisions of (a) land; (b) water.
2. Distinguish between a river basin and a lake basin.
3. What is meant by standard eastern time?
4. Draw an outline map of the county in which you live, giving its name and the names of the adjoining counties.
5. Name the city or cities located in the following counties of New York: (a) Chautauqua; (b) Oneida; (c) Broome; (d) Monroe; (e) Dutchess; (f) Kings; (g) Ulster; (h) Chemung.
6. Name the States which border on Iowa.
7. Name (a) the two great rivers which empty into the Gulf of Mexico; (b) the river which is the final outlet of Lake Superior.
8. Name (a) the sea east of the British Isles; (b) the strait which forms the entrance to the Mediterranean Sea; (c) the loftiest mountain chain in the world.
9. Name (a) the sea north of Persia; (b) the gulf south of Persia; (c) the great river which flows into this gulf from Turkey.
10. Give shortest water route from Genoa to Calcutta.

CIVIL GOVERNMENT.

1. Distinguish between a democracy and a republic.
2. (a) How are cabinet officers chosen? (b) What is the use of cabinet officers?
3. What is the purpose of executive session of the United States Senate?
4. (a) By what means may the mayor check the action of the common council? (b) Name one State officer and one United States officer who has a similar power.
5. Name one duty of a supervisor.
6. What is a congressional district?
7. What is meant by a person's giving bail.
8. Name a representative office of the town and city, respectively, that are identical in title?

GRAMMAR.

1. There is no monument that a man can raise to himself so durable as a poem, or a sound, simple, original piece of prose.
2. His literature will survive and he will live in it, when his own personality becomes vague. Nothing else seems to last.
3. A reputation for doing something is very often shifted from the supposed actor to someone else, and time, and the document-finding historians are always nibbling away reputations.

—Charles Dudley Warner.

The first seven questions refer to the above selections.

1. (a) Give the subject of the first clause; and (b) give its three modifiers.
2. Give (a) the subject of the clause found in line 3; (b) the predicate. What does the clause modify?
3. Classify as a part of the verb, (a) "to last" (line 4); (b) "doing" (line 5). State the grammatical use of each.
4. Give the syntax of (a) "monument" (line 1); (b) "that" (line 1).
5. Give the syntax of (a) "poem" (line 2); (b) "reputations" (line 7).
6. State to what part of speech each of the following belongs: (a) "so" (line 1); (b) "own" (line 4); (c) "vague" (line 4); (d) "else" (line 4); (e) "supposed" (line 6).
7. Select (a) a verb in the potential mode; (b) a verb in the passive voice.
8. Give the verb "lie" (to recline) in all the tense of the indicative mode, naming the tenses. (Use "I" as the subject of each.)
9. Illustrate the use of "what" (a) as a pronoun; (b) as an interjection.
10. Illustrate the use of (a) an adverbial clause; (b) an adjective clause.

PHYSIOLOGY AND HYGIENE.

1. Name the osseous tissues of the body.
2. Locate the perspiratory glands, and mention their functions.
3. Define and explain the use of (a) ligaments, (b) tendons.
4. Name and locate the two openings of the stomach.
5. Name four articles of food containing much nitrogenous matter.
6. What is meant by the circulation?
7. Explain physiologically the cause of pallor.
8. Describe and locate (a) the larynx; (b) the bronchial tubes.

AMERICAN HISTORY.

1. Give an account of the Swedish settlement in America, in 1638, as to (a) location; (b) what other colonists claimed the territory and captured the settlement?
2. Locate the site of (a) Fort Duquesne; (b) Fort William Henry; (c) Port Royal.
3. Mention three historical events in the life of Washington.
4. What name was given to the irregular American troops who fought at Lexington and Concord, and why so called?
5. Name three former Superintendents of Public Instruction of the State of New York.
6. Name an American statesman prominently identified with each of the following measures: (a) the Missouri Compromise; (b) the Wilmot Proviso; (c) the Kansas-Nebraska Bill.
7. Give particulars of the first battle between iron-clad ships as to (a) location; (b) names of vessels engaged; (c) the peculiar construction of each; (d) the result.
8. What causes led to the Mexican War?

METHODS AND SCHOOL ECONOMY.

1. Why is it important for the teacher to study children?
2. How may the observing powers of the child be cultivated?
3. Give two reasons in favor of and two against giving prizes.
4. Mention three ways of promoting regularity in attendance.
5. Upon what does a good method depend?
6. In what ways may a knowledge of form be expressed?
7. State your questions and the pupil's possible answers in teaching him objectively that eight divided by two equals four.
8. What is meant by abstract instruction?

ANSWERS.

ARITHMETIC.

1. (a) Subtraction is the process of finding the difference between two numbers of the same kind. (b) Reduction is the process of changing a number to a different unit without changing its value. (c) A decimal is a fractional division of an integral unit by ten or a scale of ten. Examples will differ.
2. 2,000.
3. Answers will differ. Ex. 15 bu.
4. (a) $9^{\circ} 10 \text{ min. } 30 \text{ sec.}$ (b) 5da. 12 hr. 19 min. (c) $\frac{1}{2} : 5 :: \frac{3}{4} : 6$, or $\frac{1}{2} : 5 :: \frac{3}{4} : 6$. (d) 3^2 .
5. (a) .625 bu. (b) 134 sq. rd. 16 sq. yd. 4 sq. ft. 72 sq. in.
6. \$205.00.
7. 17 rd. 3 yd. 2 ft.
8. $34\frac{3}{4}\%$ per cent.
9. \$160.
10. 24.08 feet.

GEOGRAPHY.

1. Answers will differ.
2. A river basin is the tract of country drained by the river and its tributaries. A lake basin is the depression in the land filled by the waters of the lake.
3. It is the recognized uniform time for all places between the 75th and 90th meridians of west longitude, including the 75th meridian, but not the 90th.
4. Answers will differ.
5. (a) Dunkirk, Jamestown. (b) Utica, Rome. (c) Binghamton. (d) Rochester. (e) Poughkeepsie. (f) Brooklyn. (g) Kingston. (h) Elmira.
6. Minnesota, Wisconsin, Illinois, Missouri, Nebraska, South Dakota.
7. (a) Mississippi River, Rio Grande. (b) St. Lawrence River.
8. (a) North Sea. (b) Strait of Gibraltar. (c) Himalaya Mountains.
9. (a) Caspian Sea. (b) Persian Gulf. (c) Euphrates River.
10. Mediterranean Sea, Suez Canal, Strait of Babel Mandeb, Gulf of Aden, Arabian Sea, Indian Ocean, Bay of Bengal, Hoogly River.

CIVIL GOVERNMENT.

1. In a democracy the people make the laws. In a republic representatives of the people make the laws.
2. (a) They are appointed by the President and confirmed by the Senate. (b) The members of the cabinet advise with and assist the President.
3. To confirm appointments, ratify treaties and consider such other confidential matters as the President may advise.
4. (a) By means of the veto. (b) Governor, President.
5. To receive moneys belonging to the town and pay them out according to law. To meet with the other supervisors of the county as a board of county canvassers. To meet with the other supervisors of the county as a board of supervisors. To act as a member of the town board.
6. A portion of a county, a whole county, or several adjacent counties combined, for the purpose of electing a representative in Congress.
7. It consists in a bondsman giving a bond by which he agrees to forfeit to the State a certain sum of money in case the prisoner does not appear when wanted for trial.
8. Supervisor.

GRAMMAR.

1. (a) Monument. (b) The adjectives "no" and "durable," and the adjective clause "That man can raise."
2. (a) "Personally." (b) "Becomes vague." (c) The verbs "will survive" and "will live."
3. (a) Infinitive. It is the attribute of the predicate and modifies the subject "nothing." (b) Participle. As a verb it takes the object "something." It is also used like a noun and is the object of the preposition "for."
4. (a) Subject of the verb "is,"—nominative case. (b) Object of "can raise,"—objective case.

5. (a) Subject of the verb "is" not expressed,—nominative case. (b) Object of the verb "are nibbling,"—objective case.

6. (a) Adverb. (b) Adjective. (c) Adjective. (d) Adjective. (e) Adjective.

7. (a) "Can raise." (b) "Is shifted."

8. Ex. Present, I lie; past (imperfect), I lay; future, I shall (will) lie; present perfect (perfect), I have lain; past perfect (pluperfect), I had lain; future perfect, I shall (will) have lain.

9. (a) Ex. What do you mean? (b) Ex. What? Has he not returned.

10. (a) Ex. He will come when he is needed.

(b) Ex. The army which he commanded was defeated.

PHYSIOLOGY AND HYGIENE.

1. Bones and teeth.

2. They are in the meshes of the cutis, and their functions are to eliminate waste matter and a watery fluid.

3. (a) Ligaments are fibrous tissues, which hold the bones together at the joints. (b) Tendons are fibrous tissues which bind certain muscles to the bones.

4. The Cardiac and the pylorus. The former opening into and the latter opening out of the stomach.

5. Eggs, milk, flesh, grain. Other correct answers allowed.

6. The flow of blood through the body.

7. Cold, anger or fear contracts the muscles, and the amount of blood in small arteries and capillaries at the surface is diminished.

8. (a) The triangular, cartilaginous modification of the trachea or windpipe, situated at its upper extremity. (b) The smaller branches of the trachea within the lungs.

AMERICAN HISTORY.

1. (a) Within the limits of the present city of Wilmington, Del. (b) The Dutch.

2. (a) At the junction of the Alleghany and Monongahela rivers, now Pittsburg, Pa. (b) At the head of Lake George in New York. (c) On the Bay of Fundy, now Annapolis, Nova Scotia.

3. Answers will differ.

4. Minute men. So called because they were expected to leave their employments and assemble for battle at the first summons.

5. Answers will differ.

6. (a) Henry Clay. (b) David Wilmot. (c) Stephen A. Douglass.

7. (a) In Hampton Roads, near Fortress Monroe, Va. (b) Monitor and Merrimac. (c) The Monitor was sunk low in the water, the deck being surmounted by a revolving turret in which the guns were placed; the sides of the Merrimac sloped away from the water line. (d) The result was in the nature of a drawn battle, the Merrimac retreating to her anchorage, leaving the Monitor in control of the roads.

8. The annexation of Texas and a dispute as to the boundary between that State and Mexico.

METHODS AND SCHOOL ECONOMY.

1. To learn their history, their development, and from these to ascertain the best way of arousing their better powers to action.

2. By having him closely and systematically study familiar objects and describe them.

3. Answers may differ.

4. By interesting the pupils, by interesting the parents; by commending regularity, by punishing irregularity. Other correct answers may be accepted.

5. A knowledge of the pupil and a knowledge of the subject to be presented.

6. By language, by construction and by representation.

7. Answers may differ.

8. Instruction without the use of illustrations or objects.

A CURIOUS SPIDER.

A kind of spider found in Southern Europe first sets up housekeeping by making a round hole straight down in the ground, about ten inches deep. This he lines with web. Part way down he burrows out a small hole in the side of the large one. This serves as a den where he watches for prey. By and by, along comes an insect out for a walk. If he does not notice the hole, he falls in headlong. Mr. Spider meantime shrinking back into his den. When the poor visitor is safe at the bottom, his host goes down and soon kills him. This spider's bite is not fatal to man, but quite poisonous. The children in Bucharest, angle for these spiders by means of a ball of yellow wax tied to a thread. When this is lowered with jerks into the hole the spider fastens on it, and can be pulled out, whereupon another thread is passed round one of the legs, and the children play with him to their heart's content.

A SHARP LETTER.

Nothing relieves the mind sometimes like writing a man a letter. It is said that Secretary Stanton was once greatly vexed because an officer had refused to understand an order, or, at all events, had not obeyed.

"I believe I'll sit down," said Stanton, "and give that man a piece of my mind."

"Do so," said Mr. Lincoln, "write it now while you have it in your mind. Make it sharp; cut him all up."

Stanton did not need a second invitation. It was a bone-crusher that he read to the president.

"That's right," said Abe, "that's a good one."

"Whom can I get to send it by?" mused the secretary.

"Send it!" replied Lincoln, "send it! Why don't send it at all. Tear it up. You have freed your mind on the subject, and that is all that is necessary. Tear it up. You never want to send such letters; I never do."

There was a world of wisdom in Lincoln's suggestion. Write your letter; free your mind; out with it; and then put it in the drawer a week, and then read it over and burn it and say no more about it.—Ex.



ORTHOGRAPHY.

ROOT:—AGE; ACT.—TO DRIVE, TO ACT, TO DO.

(Note.—“ag” frequently changes to “ig.”)

“ag”-ent, a person acting for another.

“ag”-it-ate, to put in motion.

“ag”-ile, moving easily.

“ag”-il-ity, quickness of motion.

amb-“ig”-uous, doubtful, (“driving about.”)

co-“ag”-ul-ate, curdled. (“driven” together.)

ex-“ig”-ency, strong or driving necessity.

prod-“ig”-al; wasteful, (“driving forth too freely.”)

“act,” to perform or do.

“act”-ion, that which is done.

“act”-uate, to put in action.

ex-“act,” done in an accurate manner.

counter-“act,” to work against.

trans-“act,” to perform, to do.

re-“act,” to act back.

“nav”-“ig”-ate, to drive or sail a ship.

QUESTIONS.

1. Which word in this lesson relates to a ship?
2. Name the words that have more than one suffix.
3. Name all the prefixes used.
4. What does the prefix “counter” mean?
5. What is the significance to the prefix “trans”?

SECIMEN SENTENCES.

1. The “agility” of the rider was admired by all who witnessed his “actions.”
2. The “agent” for the publishing house rendered an “exact” account of his sales.
3. It requires great skill to “navigate” the waters of some of our rivers.
4. The “ambiguous” report of the clerk led the merchant to view the “transaction” with disfavor.
5. Nothing but the “exigency” of the case could excuse the “prodigal” expenditure of the agent.—Teachers’ World.

LANGUAGE LESSONS.

THE TAME SEALS.

Seals, when young, can be easily tamed and soon learn to perform little tricks and to come when called. At one time, there were on exhibition in Boston two seals who had been trained to perform a number of odd feats. They were named Fanny and Neddie. They would come when their trainer called their names and seemed to like him to handle them and pet them as much as a dog would. They would shake hands with admiring spectators, “throw a kiss,” turn the crank of a hand-organ, and at the command, “go to sleep,” would close their eyes and apparently fall into sound slumber. Neddie was particularly brave

and would shoulder a toy gun and look quite warlike for a time. The two seals were great friends, and would play together like kittens. They had beautiful dark eyes and a very intelligent look.

QUESTIONS ON THE STORY.

1. What is the story about?
2. What were the names of the seals?
3. What did they do?
4. What kind of eyes had they?
5. Where is Boston?

WORDS FOR THE BLACKBOARD.

easily	Boston	admiring
perform	feats	spectators
exhibition	trainer	command
apparently	slumber	intelligent

COMMON LAKE PIKE.

Describe.

1. General form—viewing from tip to tip.
2. Body—head—neck—trunk—tail.
3. Appendages—name—use—number of paired fins—of single fins—position—structure—the essential structure of all fins—differences in structure.
4. Special senses.
 - (a) Eyes—position—form, color, lids, lashes. Cut out one eye—describe its structure, (so far as can be made out from a hasty examination,)—number and attachment of its muscles—optic nerve—number of distinct coats—their color and texture—fluids—crystalline lens.
 - (b) Nostrils—number—position, cut one open, describe appearance of inside—any opening from nostrils into mouth?
 - (c) Ears—position, form, any observations.
5. Mouth—position—size—lips—teeth—general form; tongue, form, attachment, texture.

THE SHEPHERD.

Duties.

The shepherd watches the sheep.

The shepherd leads the sheep into fresh pastures.

The shepherd feeds the sheep.

The shepherd gathers the sheep into the fold.

The shepherd looks for the lost sheep.

The shepherd carries the little lambs in his arms.

The shepherd protects the sheep from wolves, dogs, bears and foxes.

Qualities.

The shepherd is watchful.

The shepherd is wise.

The shepherd is kind and careful.

The shepherd is patient and strong.

The shepherd is brave.—Exchange.

GRAMMAR.

BREAD FRUIT.

In many of the tropical islands, the natives are not dependent upon certain grains, yeast and a hot oven to furnish them with a loaf of bread, but find their wants supplied by the fruit of a tree.

The bread-fruit tree is about forty feet high, with long

green leaves and spreading branches. The fruit is about the size of a coconut. It is composed of fibrous pulp, within which is the core. The edible portion is between the skin and core, and when the fruit is ripe this part is snow white, and resembles a fresh loaf of wheat bread. It is very nutritious, and forms the principal article of food for the inhabitants of the Pacific Islands. The West Indies now produce this fruit to some extent. The wood of these trees is used for building purposes, and the inner fibrous bark is woven into cloth.

QUESTIONS ON THE LESSON.

1. Where does fruit grow resembling bread?
2. Describe the fruit.
3. What is the appearance of the tree?
4. What is made of the bark?
5. For what is the wood used?

WORDS FOR THE BLACKBOARD.

tropical	dependent	furnish
yeast	supplied	coconut
pulp	edible	resembles
nutritious	fibrous	woven
inhabitants	Pacific	produce

EMERY.

Probably most every little girl has seen her mother take a tiny bag from her work basket and run a rusty needle through it, the latter coming out bright and smooth and ready for use again. Very few have given any thought to the substance in the bag, which they know as an "emery-bag." Emery is an opaque mineral of a brown, or grayish-black color. It is found in masses at the foot of the mountains in the islands near Greece. Some is also found in the East Indies, and a small quantity is procured from England. Emery is extremely hard, and to prepare it for use it is crushed under heavy iron machinery and then ground in steel mills. Sometimes the emery is burnt, so as to hasten the process of powdering it. The powder is used for polishing precious stones and steel instruments. Opticians use it to smooth and polish glass. A kind of cloth which is used for polishing iron kitchen utensils is made by covering the cloth with glue and then sprinkling it with the powdered emery. Now you see why the little emery bag is such a necessary article for any one who sews, for by its use she can keep her needles in good condition.

QUESTIONS ON THE LESSON.

1. What is emery?
2. Where is it found?
3. How is it prepared for use?
4. What are its uses?
5. What familiar article is there in use which contains this substance?

WORDS FOR THE BLACKBOARD.

emery	rusty	substance
masses	mineral	opaque
procured	extremely	prepare
machinery	polishing	precious
instrument	opticians	utensils

GRASSHOPPERS.

We have all seen these well-known insects hopping round in the grass, and heard the chirping sound they make. This noise is not made with the mouth but by rubbing the hind legs against the wings. The wings are like a thin membrane, and fold up like a fan under horny covers when the insect is at rest. The hind legs are especially adapted to the long leaps with which the grasshopper moves from place to place. Each hind leg is composed of three parts, the foot, the shank and the thigh. The thigh is the part which causes the noise we hear. It is drawn over the hard substance of the wing-covers acting as a violin bow does on the strings of that instrument. Very young grasshoppers do not have wings or wing-covers. These parts do not grow for some time, and the insects must have reached perfection before they can act as violinists.

QUESTIONS ON THE LESSON.

1. What kind of a sound does the grasshopper make?
2. How is the sound produced?
3. Describe a grasshopper's legs.
4. Describe its wings.
5. What is lacking in young grasshoppers?

WORDS FOR THE BLACKBOARD.

grasshopper	membrane	adapted
insect	horny	shank
chirping	especially	thigh
instrument	perfection	violinist

OPPOSITES.

1. Use three forms of the following words in quotations:
2. Use three forms of the opposites of these words in questions.

large	young
rough	dark
sweet	coarse
long	dull
bad	hot
big	warm
near	slow
high	dim
early	useless
strong	jolly
plentiful	fresh
costly	wise
happy	rich
false	quiet
hard	brave
wet	kind
tame	deep
well	innocent
fat	rude
idle	heavy

A TEST EXERCISE.

Can your advanced division class in grammar write sentence examples of the following:

1. Indicative mode, third person, plural number, past tense of the verb "go."
2. The verb "to be;" second person, plural, present tense.

3. The verb "lie;" third person, singular, potential, past perfect.
4. The verb "set;" third person, plural, indicative, present, passive voice.
5. The verb "throw;" first person, singular, potential, past perfect, passive.
6. The verb "do;" third person, plural, subjunctive, past.
7. The verb "to be;" first person, plural, potential, present perfect.
8. The verb "rise;" present perfect passive.
9. The verb "see;" first person, singular, past, passive, interrogative.
10. The verb "raise;" third person, plural, emphatic style.
11. The verb "throw;" first person, plural, subjunctive, past perfect, passive.
12. The verb "drive;" perfect passive participle.

OUR PRESIDENTS AND THEIR POLITICAL PARTIES.

BY ELIZABETH CARPENTER, PHILADELPHIA.

A short comparison of administrations, dates, and political parties since Washington first sat in the presidential chair shows several interesting things.

Here is a table of the names of the presidents and the length of their terms arranged so as to place all adherents of the two contending political parties together.

Every school boy and girl knows the list chronologically, and this summary may therefore be novel as well as instructive just now.

PRESIDENTS ELECTED BY POPULAR VOTE.

1. George Washington, 1789-1797; term, eight years.
2. James Monroe, 1817-1825; term, eight years.

Total, sixteen years.

FEDERALIST.

1. John Adams, 1797-1801; term, four years.

WHIG.

2. J. Q. Adams, 1825-1829; term, four years.
3. W. H. Harrison, J. Tyler, 1841-1845; term, four years.
4. Z. Taylor, M. Filmore, 1849-1853; term four years.

REPUBLICAN.

5. A. Lincoln, A. Johnson, 1861-1869; term, eight years.
6. U. S. Grant, 1869-1877; term, eight years.
7. R. B. Hayes, 1877-1881; term, four years.
8. J. A. Garfield, C. A. Arthur, 1881-1885; term, four years.
9. B. Harrison, 1889-1893; term, four years.
10. William McKinley, 1897.

Total, forty-four years.

REPUBLICAN.

1. T. Jefferson, 1801-1809; term, eight years.

DEMOCRATS.

2. J. Madison, 1809-1817; term, eight years.
3. A. Jackson, 1829-1837; term, eight years.
4. M. Van Buren, 1837-1841; term, four years.
5. J. K. Polk, 1845-1849; term, four years.
6. F. Pierce, 1853-1857; term, four years.
7. J. Buchanan, 1857-1861; term, four years.
8. G. Cleveland, 1885-1889; term, four years.

9. G. Cleveland, 1893-1897; term, four years.

Total, forty-eight years.

The first glance at the sum total of the years during which the differing parties were in power discloses the fact that, if Mr. McKinley finishes his present term, each party may claim exactly forty-eight years, or almost half a century, of rule.

The Federalists and the Whigs were the fathers of the present day Republicans, and the Republicans of Mr. Jefferson's time have, curiously enough, changed their first name to the Democrats of the hour.

Indeed, they were called Republicans for a very short time, and adopted that of Democrats as early as 1800, and their political enemies took up the old name only a short time before the Civil War.

Each of the candidates elected by popular vote served two terms, and among the remaining six on the roll of honor the Democrats have four, if we count Mr. Cleveland's non-consecutive, elections.

The Republicans have had ten different men in the chair, the Democrats eight, and another curious fact occurs on the Republican list which shows that all the presidents who died in office belonged to that party.

Looked at in perspective, mere statistics often have a significant value, and it cannot fail to impress an observer as an odd evidence of the final balance of things terrestrial (even in the shape of things political), when a century of democracy shows the two great opposing elements as having had precisely equal shares in the national development.—N. E. Journal of Education.

GRADED LESSONS IN PHYSIOLOGY.

BY THOMAS H. BULLA.

MATERIALS OF WHICH THE BODY IS MADE.

Outline of Lessons.

A. The Skin—

1. Review the first three lessons on touch.
2. Review the second three lessons on touch.
3. Uses of the skin, and of perspiration.
4. Health of the skin, baths.
5. Hot—Soap, sponge, or towel, friction, time.
6. Cold—Time, frequency, sponge, towel friction, exercise.
7. Clothing. For winter. For summer. Overwraps, care in use. When ill.
8. Effects of draughts. Sudden changes in temperature.
9. Effects of alcohol.
10. Poisons—Wild parsnips, poison ivy, sumach, etc.
11. Slight cuts. How to bandage them. When to remove bandages.
12. Bruises. On foot, knee, hand, head. What to do.
13. Burns and scalds. What to do when clothes take fire.
14. What to do for slight burns and scalds.

B. Muscle.

1. Appearance, form, attachment, size.
2. Structure, action, strength.

3. Uses—Motion, protection, form.
4. Exercises—Ball, skating, various games, calisthenics, rowing, etc.
5. Effects of alcohol.
6. Wrong use of muscles. Fighting, etc.
7. Wrong muscular sports. Prize fighting, dog and cock fights.

C. Blood—

1. Composition.
2. Uses.
3. How to keep it pure. Effect of alcohol.
4. The blood vessels and how they act.
5. Emergencies—Wounds, nose bleed, etc.

D. Fat—

1. Review facts learned in the second year about nerves.
2. Uses.
3. How to regulate quantity in body.
4. Alcohol and fat.
5. Conduct toward the very fleshy or very lean.
6. Effect of alcohol.

E. Nerves—

1. Review facts learned in the second year about nerves.
2. Uses—Sensation, motion, thought.
3. Brain, nerves.
4. How to preserve in health.
5. Consideration for nervous people.
6. Emergencies—Fainting, etc.
7. Effect of alcohol and of tobacco.

F. Bones—

1. Appearance, material, form, size, number.
2. Structure.
3. Arrangement in body.
4. Uses.
5. How to keep them firm and strong.
6. Emergencies—Fracture.
7. Carefulness towards others.
8. Effect of alcohol.

G. Joints—

1. Parts of a joint.
2. Kinds.
3. Uses.
4. Care of the joints.
5. Sprains, dislocations, etc.

H. Ligaments—

1. Form, size, use.
2. Structure.
3. Care. Emergencies.

I. Cartilage—

1. Location, structure.
2. Varieties, uses, care.

J. Membranes—

1. Mucus—Location, varieties, uses.
2. Serous—Location, varieties, uses.
3. Diaphragm and Mesentery, as above.

—Teachers' World.

THE CITY OF MEXICO.

The streets of this city are straight and wide, lined with handsome houses. These houses are usually built of stone and have large windows opening upon balconies, which are trimmed with carvings and fancy iron work gilded or painted. Gay awnings cover them, and they are the favorite sitting-rooms of the people in the houses. The avenues are well-paved, and lined with French and German shops. Mexican traders sell wares in the market-places, their goods being piled helter-skelter, as it seems to foreigners. Each occupation is marked by its special costume. Even the hacks have small red, green, or white flags, so that they can be readily known apart.

THE PRINTER'S DEVIL.

According to a legend, a printer of Venice, took a little negro boy left behind by a merchant vessel, to assist him in his business. It was said that Manutius was assisted by a little black imp, and to dispel the rumor, he showed the boy to the assembled crowd and said: "Be it known that I, Aldus Manutius, printer to the Holy Church and to the Doge, have this day made a public exposure of the printer's devil. All who think he is not flesh and blood may come and pinch him." From that day to this every respectable printing office has had its devil.

THE LAPPS.

The Lapps are a very religious people. They go immense distances to hear their pastors. Every missionary is sure of a large audience, and an attentive one. All the babies are left outside, buried in the snow. As soon as the family arrives at the little wooden church, and the reindeer is secured, the father excavates a little bed in the snow, and the mother wraps baby snugly in skins and deposits it therein. Then the father piles the snow around it, and the parents go decorously into church.

HOW DIMES ARE MADE.

The process of dime-making is an interesting one. The silver bullion is first melted, and run into two-pound bars. These in turn are run through immense rollers and flattened out to the thickness of the coin. These silver strips are then passed through a machine, which cuts them into proper size for the presses, the strips first having been treated with a kind of tallow to prevent their being scratched in their passage through the cutters. The silver pieces are then put into the feeder of the printing presses, and are fed to the die by automatic machinery at the rate of one hundred per minute, forty-eight thousand dimes being turned out in a regular working day of twelve hours.

It is in general accordance with the principles of a sound civil service system that the power to examine teachers and the power to appoint should be kept distinct.—Dr. Nicholas Murray Butler.

Children's Corner.

HOW THE WOODPECKER KNOWS.

How does he know where to dig his hole,
The woodpecker there, on the elm tree bole?
How does he know what kind of a limb
To use for a drum, or to burrow in?
How does he find where the young grubs grow—
I'd like to know?

The woodpecker flew to a maple limb,
And drummed a tattoo that was fun for him.
"No breakfast here! It's too hard for that,"
He said, as down on his tail he sat.
Just listen to this: rrrrr rat-tat-tat.

Away to the pear tree out of sight,
With a cheery call and a jumping flight!
He hopped around till he found a stub.
Ah, here's the place to look for a grub!
'Tis moist and dead—rrrrr rub-dub-dub.

To a branch of the apple tree Downy hied,
And hung by his toes on the under side.
'Twill be sunny here in this hollow trunk,
It's dry and soft, with a heart of punk,
Just the place for a nest!—rrrrr runk-tunk-tunk.

"I see," said the boy, "just a tap or two,
Then listen, as any bright boy might do.
You can tell ripe melons and garden stuff
In the very same way—it's easy enough."

—Youth's Companion.

A BOY'S CAPITAL.

Such a capital article appeared under this title in a recent issue of *Christian Work* that I think I must reprint part of it for the "big boys" of our Circle who are beginning to think about earning money and beginning to lay up capital for themselves to invest in business. I am sure that such facts as those related here might well become a part of their capital of knowledge and experience.

The writer says:

"There are a number of ways, boys, of starting in life — business life, I mean—with capital. Capital does not necessarily mean so many dollars and cents, for often it does not consist in money at all. For instance, 'capital' may mean the wideawake mind and clear understanding of a bright young boy who does not own a dollar—his 'capital' is his intelligence. Then, again, 'capital' may mean the possession of a good character, and nothing more; or it may mean the power of being persistent in all that one does and the willingness to do any work that comes to hand. All this is so much 'capital'—good, honest 'capital'

it is, too, for any one to start in life with, and many great fortunes have been founded upon it.

"I knew a boy once (he is a man now) who had for his 'capital' all of the above traits of character and nothing besides. He was intelligent, manly, persistent and willing, and when but 11 years of age was obliged, through force of circumstances, to leave school and find employment. Through the kindness of a neighbor, who knew this boy well and approved of his 'capital,' he secured a position in an insurance firm in New York City at \$3 a week.

"Said he, I didn't do much in those days but just spin around the streets of the city on errands, and I didn't know much about the city, either. I knew that the Battery was down south somewhere and that Central Park was up north somewhere, and that's about all I did know. I was ashamed to ask questions in the office, so I went out and literally hunted for my destination—and found it, too, every time. I didn't know until long after that they were watching me in the office and spent the intervals of my absence in speculating upon my possible success. They never questioned me upon my method in finding my way, and I never volunteered any information upon the subject. Each time that I was sent out I learned the names of the streets and located the big buildings. I made a pocket guide which I kept carefully stowed away in an inner pocket, and which served me in many ways and saved me many weary steps.

"I hadn't been with the firm a year before my 'capital' was drawing interest at a high rate, for I became 'reference book' for the whole office. If a number was forgotten, or an address lost, it was, 'Oh, ask Johnnie; he'll know,' or 'Ask Johnnie where H. C. Smith has moved to,' or 'Ask Johnnie near what avenue such and such a number is.' In a year the 'interest' on my 'capital' had doubled, for I was put at a desk with my salary raised, and was still the 'reference book.'

"Five years later I left them, amid a chorus of regrets, I am proud to say, and went into the employ of an uncle whose business promised a fu-

ture. That I might master the secrets of the work I began at the beginning, and was soon deep in the mysteries of pipe laying and making connections with water mains, for the business was that of sanitary engineering. It hurt my pride a good deal to have to take the greater part of my instruction from the foreman, who was an Irishman, uneducated in all else, but far my superior in the new line of work. However, he was a shrewd old man, and I soon saw that I could gain an education from him I'd never find in books, and to this willingness to add to my 'capital' from whatever source I honestly could, I attribute the success that always followed my efforts. Eight months later I was the 'boss' and he my subordinate. Just as I had attained to the point where I could be trusted to take gangs of men to distant towns and set them to work, I was taken from outside work and given a very responsible position in the office.

"I hailed this promotion with joy. Summing up the result of those years of my business career, I found that at the age of 19 I was receiving a salary of \$20 a week in a suburban town, with five years of experience in an insurance office, a pretty fair knowledge of the city of New York, four years' experience as a sanitary engineer, and in (more valuable than all!) the handling of men. What was I to do with it? During the nine years I had been in business I had had to live up to my income, for I had a dear mother and sisters to support, and it took every cent of my salary to keep us going, but for their sakes as well as my own I determined to succeed. There was great mismanagement in my uncle's office and I saw that he was being cheated out of his eyes by one whom he blindly trusted. I tried vainly to prove this state of affairs to him, but the interview resulted in a rupture between my uncle and me. I sought another position and found it in the office of a very rich firm in New York. I joined the Young Men's Christian Association in the town where I lived and added to my stock in trade stenography and typewriting. I studied and practiced for a year, and—well, I was soon consider-

ed an expert, for it has never seemed hard for me to learn anything I determined to know.

"It didn't take me long to see that our foreign interests were increasing, and the next winter I took up the study of French and worked like a Trojan at it. For three years, without a break, I studied it. I talked French, thought French, wrote French, and, I might almost say, walked French. I was finally called upon to translate letters that came into the office and to do all the interpreting between the foreigners and our firm. Then came the war with Spain, and, yes, sir, I'm studying Spanish! Mother and the girls look at me in blank horror when I practice on them at dinner and breakfast by asking them to pass the dishes I want, but I cheer them by saying that this is all so much 'capital' for them that will draw 'interest' later on. So they patiently pass me the butter when I ask them if they are going to the bull fight with me!

"I'd like to say to every boy, and man, too, for that matter, take in everything that comes your way and store it up as 'capital' to work on in the future, for nothing is wasted that you once acquire; it'll come in handy sooner or later. Be patient, faithful and intelligent. Keep your finger on the pulse of the business world and watch your chance! Take for your side partner that magnificent Hercules, Push, and don't stand around waiting for the uncertain coming of Pull."

POLISHED PAVEMENTS.

"Of all the glacial phenomena presented in the Yosemite, the most striking and attractive to most travelers are the polished pavements," says John Muir in the August Atlantic, "because they are so beautiful, and their beauty is of so rare a kind, so unlike any part of the loose earthy lowlands where people dwell and earn their bread. They are simply flat or gently undulating areas of solid resisting granite which present the unchanged surface on which the ancient glaciers flowed. They are found in the most perfect condition at an elevation of from 8,000 to 9,000 feet above

sea level. Some are miles in extent, only slightly blurred or scarred by spots that have at length given way to the weather; while the best preserved portions are brilliantly polished and reflect the sunbeams as calm water or glass, shining as if rubbed and burnished every day, notwithstanding they have been exposed to plashing, corroding rains, dew, frost and melting, sloppy snow for thousands of years.

"The attention of hunters and prospectors, who see so much in their wild journeys, is seldom attracted by moraines, however regular and artificial looking; or rocks, however boldly sculptured; or canons, however deep and sheer-walled. But when they come to these pavements, they go down on their knees and rub their hands admiringly on the shining surface, and try hard to account for its mysterious smoothness and brightness. They may have seen the winter avalanches coming down the mountains, through the woods, sweeping away the trees and scouring the ground; but they conclude that this cannot be the work of avalanches, because the striae show that the agent, whatever it was, flowed along and around and over the top of high ridges and domes, and also filled the deep canons. Neither can they see how water could be the agent, for the strange polish is seen thousands of feet above the reach of any conceivable flood. Only the winds seem capable of moving over the face of the country in the directions indicated by the lines and grooves.

"The pavements are particularly fine around Lake Tenaya, and have suggested the Indian name Py-we-ack, the lake of the shining rocks. Indians seldom trouble themselves with geological questions, but a Mono Indian once came to me and asked if I could tell him what made the rocks so smooth at Tenaya. Even dogs and horses, on their first journeys into this region, study geology to the extent of gazing wonderingly at the strange brightness of the ground, and pawing it, and smelling it, as if afraid of falling or sinking.

"In the production of this admirable hard finish the glaciers in many places exerted a pressure of more than 100

tons to the square foot, planing down granite, slate and quartz alike, showing their structure and making beautiful mosaics where large feldspar crystals form the greater part of the rock. On such pavements the sunshine is at times dazzling, as if the surface were covered with burnished silver."

SPEECH.

Talk happiness. The world is sad enough Without your woes. No path is wholly rough; Look for the places that are smooth and clear, And speak of those to rest the weary ear Of earth, so hurt by one continuous strain Of human discontent and grief and pain.

Talk faith. The world is better off without Your uttered ignorance and morbid doubt. If you have faith in God, or man, or self, Say so; if not, push back upon the shelf Of silence all your thoughts till faith shall come; No one will grieve because your lips are dumb.

Talk health. The dreary, never-changing tale Of mortal maladies is worn and stale. You cannot charm, or interest, or please, By harping on that minor chord, disease. Say you are well, or all is well with you, And God shall hear your words and make them true. —Ella Wheeler Wilcox.

A WINDY DAY IN EGYPT.

Keen blew the wind across the waste,
Dimming with dust the cloudless sky,
Until the graves where kingdoms lie
With ever-deepening drifts it traced.

"Build high," it cried, "your sculptured towers!
My desert bride and I will come;
And in a little while the home
Of all your glory shall be ours!"

"In vain," it cried, "the skillful hand;
In vain the record left behind.
Naught is eternal save the wind,
And naught is stable save the sand!"

O foolish wind! thy boasting breath
Hath wrought far other than it seemed;
For not a dream that Life hath dreamed
Can die beneath the touch of Death.

And lo! thou hast but kept secure
For me to read, with thoughts akin,
The hopes, the prayers, that once have been,
And, having been, must still endure!

Wild warder of the sleeping past!
The present, too, thy prayer may scorn;
For, changeless since thy rage was born,
The tawny Nile flows deep and fast.

The bread of life he bears to-day,
As erst in ages long ago;
Nor reckes how many winds may blow
Athwart his heaven-appointed way.

"Blow hard! blow long!" methinks he saith
Pile deep the whelming sands of Time!
Life's river flows supreme, sublime,
Despite the puny blasts of Death!"

—R. W. Raymond.



WARD'S LETTER WRITING AND BUSINESS FORMS. Four numbers. Price, Numbers 1 and 2, each 10 cents; Numbers 3 and 4, each 15 cents. American Book Company, New York, Cincinnati and Chicago.

These are the only books yet published by means of which letter writing and business forms have been successfully taught in elementary schools. Their success is due mainly to the method of presentation. The pupil is first made familiar with each form by being required to copy it carefully and then, while its peculiarities of matter and arrangement are still fresh in his mind, he is given practice in reproducing similar forms without copy, as in actual business. This is learning to do by doing, the doing being here guided by directions at the head of the page, and facilitated by the pupil's own observations. The series comprises four books, carefully graded, and each containing full directions.

THE OLD NORTHWEST: The Beginnings of Our Colonial System. By B. A. Hinsdale, Ph. D., LL. D., Professor of the Science and Art of Teaching, University of Michigan. New edition revised. 8vo, 420 pages; cloth. Price, \$1.75. Silver, Burdett & Co., New York, Boston and Chicago.

There have been two great colonizing periods in the history of the United States. The first came in the Seventeenth Century with the planting of the original English colony; the second came in the latter part of the Eighteenth Century with the overflow of population, long restrained by physical and historical causes, into the great West.

Historical scholars and writers were very slow to recognize the fact that the second of these movements was worthy to rank in historical importance with the first one. As Mr. Reuben G. Thwaites, the accomplished Secretary of the Historical Society of Wisconsin and editor of the "Jesuit Relations and Allied Documents," said, in a flattering notice of "The Old Northwest" on its first appearance:

"The regulation histories of the United States appear to be written by men who have never peeped over the Alleghenies, and American history means to them tide-water."

That was the case ten years and more ago, but much progress has been made since that time, and the great interest and importance of Western history is the subject of increasing appreciation.

So much of this Westward movement has found its immediate destination in the region surrounded by the Ohio and Mississippi Rivers and the Great Lakes, which was, in many ways, its most interesting and important part, is the subject of "The Old Northwest."

This important contribution to Western history has now been revised throughout, rewritten in part, and in several respects made still more deserving of public favor. It is not a mere contribution to Western history; the old Northwest is intimately dependent both geographically and historically upon the Atlantic plain; and the work very appropriately contains a general view of the thirteen colonies as constituted by the royal charters of the Seventeenth Century.

PATRIOTIC NUGGETS. Compiled by John R. Howard. Foris, Howard & Hulbert, New York, 40c.

This little book for the pocket contains a wealth of patriotism that it would take many years to mine from the literature of the past century. Mr. Howard has been digging deeply, and he has here brought together the rich golden nuggets of patriotism that all may carry and keep. The Educational Nuggets to follow this book will be awaited with interest.

THE RIGHTS AND DUTIES OF AMERICAN CITIZENSHIP. By W. W. Willoughby, Ph. D., Associate in Political Science at the Johns-Hopkins University; Author of "Government and Administration in the United States," "The Supreme Court; Its Constitutional Relations," etc. American Book Company, New York, Cincinnati and Chicago.

The purpose of this work is to present to American youths practical information as to the rights and duties which attach to American citizenship.

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The book is a model of clearness and simplicity in style. It contains no superfluous words or sentences, and every statement is clear, distinct, and accurate. In addition to its value as a text-book it presents in brief compass a most interesting study of the principles and operations of our government for the general reader. In this respect it has a freshness and value not surpassed by any other work on the subject.

THAT DUEL AT THE CHATEAU MARSANAC. By Walter Pulitzer, 12mo, cloth, 120 pages. Price 75 cents. New York and London: Frank & Wagnalls Company.

Two rivals for the hand of a fair German beauty who looked with equal favor upon both, agree to decide which one of them shall quit the field by fighting a duel, not with swords or pistols, but with a game of chess. The story deals with the circumstances which lead up to this arrangement, the complications in which it becomes involved, and the startling denouement with which the contest ends.

The book is tastefully printed on deckle-edge paper, illustrated, with three full-page half-tones, and bound in cloth, with cover decorations by the author.

AN EDUCATIONAL EXPERIMENT. By Erato; Orville Brewer, Publisher, Chicago.

This is a well-written and very readable story. It is exaggerated in some particulars, but this is evidently for emphasis. Prof. Theo. Rettick, the principal character of the book, is made to bear a heavier burden of rascality than is essential either to the force or purpose of the story. It draws a vivid picture of the injury and far-reaching injustice of superficial instruction in public education, and the disastrous effects of the "cramming process." An interested reader can but wish that Miss Gordon's methods had been more suggestively treated. "Fads" come in for their share of condemnation, but one must remember that Physical Culture, Child Study and kindred subjects spoken of in the story when properly studied and carefully taught are not "fads," but valuable adjuncts to the pupils' well-being and the teachers' efficiency. In a word, the statement of facts and the philosophy contained in Mr. Lifter's speech at the Meeting of the Citizens is valuable reading, and outlines the work and aim of all our real educators.

Although a woman may possess

The daintiest foot in town,
You'll find it quite immovable
When once she puts it down.

—Chicago News.

Literary Notes.

A TALENTED SOUTHERN AUTHOR.

"The National Magazine" for August contains an admirable sketch of the home life and work of the author of "Prisoners of Hope." The writer says:

"Miss Johnston showed an instinct true to her training and experience, and natural aptitude in her choice of her literary work. She did not fall a victim to the fashion which is warping not a few young writers of talent—the fashion of selecting a subject of morbid life for treatment in a novel. Sweet and clean as the Virginian atmosphere in May is every scene in her first book, and healthful as natural life itself."

What has been done of late in the educational world in the way of advance, and what lines the immediate future advance is to take, are two cognate and related subjects treated in the Educational Number of The Outlook (August Magazine Number), by two of the foremost educators and writers on educational topics—Prof. Nicholas Murray Butler of Columbia, and President G. Stanley Hall of Clark University. The two articles form a memorable and unusual contribution to the literature of American education. (\$3 a year. The Outlook Company, New York.)

The Fiction Number of Scribner's Magazine has come to be an annual event of importance to writers and readers of short stories. In it, during the past ten years, have appeared the most notable short stories of writers established in reputation, and writers whose reputations began with their appearance in this issue.

A book for boys is announced for publication by The Macmillan Company; Ben Comee: A Tale of Rogers' Rangers, by M. J. Canavan, is its title. Ben Comee tells his story himself. He gives in a healthy stirring way a description of his boyhood and youth in Lexington in the middle of the last century, the coming on of the Old French War, and how he and two companions enlisted in the winter of 1758-9 in Rogers' Rangers. With this

celebrated corps, "the eyes and ears of the British army," they served two years near Lake Champlain and Lake George against the French under Montcalm, going in dangerous scouting parties and taking part in the battles. In the course of the story we meet with Lord Howe, John Stark and Israel Putnam, and the adventures end with Rogers' great expedition into the heart of Canada to punish the St. Francis Indians. The story is told in a simple home-spun style and abounds in local color. The adventures actually happened, thus giving the story the added value of historical truth.

Oddly enough, no book has ever been published which may be fairly called an adequate treatment of the business of American journalism. It is to fill this gap that Julian Ralph, "the best reporter in the world," has written for The Saturday Evening Post, of Philadelphia, a series of twelve papers on "The Making of a Journalist."

Mr. Ralph writes from the viewpoint of one who has reached the top of his profession; who has labored unceasingly in the newspaper field for twenty-five years; who has pursued the elusive thing called "news" into every corner of the globe, and knows the business from Alpha to Omega.

To young men who would make journalism their life-work, Mr. Ralph says: "Don't;" but, having thus freed his conscience, he elaborates entertainingly with anecdote and reminiscence the joys, the vicissitudes and experiences of the young man who has ink in his blood. The series will begin in the Post of August 12.

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The readers of this paper will be pleased to learn that there is at least one dreaded disease that science has been able to cure in all its stages and that is Catarrh. Hall's Catarrh Cure is the only positive cure now known to the medical fraternity. Catarrh being a constitutional disease, requires a constitutional treatment. Hall's Catarrh Cure is taken internally, acting directly upon the blood and mucous surfaces of the system, thereby destroying the foundation of the disease, and giving the patient strength by building up the constitution and assisting nature in doing its work. The proprietors have so much faith in its curative powers, that they offer One Hundred Dollars for any case that it fails to cure. Send for list of Testimonials.

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The treasures of the private collections of the City of Boston, have recently been augmented through the acquisition, by Mr. D. C. Heath, the well-known publisher of that city, of the library of children's books and educational works issued by the House of Newbery from 1740 to 1800—which was brought together by Mr. Charles Welsh when he was writing the biography of John Newbery—Oliver Goldsmith's friend and publisher, and the founder of the famous publishing house, which for nearly 150 years was at the corner of St. Paul's Church-yard, London. These are the books to which Washington Irving referred in his preface to Bracebridge Hall when he said:

"Nor was it without a recurrence of childish interest, that I first peeped into Mr. Newbery's shop, in St. Paul's Church-yard, that fountain-head of literature. Mr. Newbery was the first that ever filled my infant mind with the idea of a great and good man. He published all the picture books of the day; and, out of his abundant love for children, he charged 'nothing for either paper or print, and only a penny half-penny for the 'binding'."

At the end of his "Bookseller of the Last Century," Mr. Welsh brought together a catalogue of the chief publications of the House of Newbery, which is of immense value to the bibliograph, the student of books for children, and of the educational literature of the last century. Many of the little books there enumerated have disappeared entirely, for nothing vanishes so completely as the children's books of bygone times, which were thumbed until they were worn out and useless. But the collection which Mr. Heath has acquired, and which is now being catalogued, and arranged, is as fully representative as any collection is ever likely to be. It contains some unique treasures and forms an instructive object lesson in the evolution of children's literature, and of the school book. Besides a collection of cheap books for children—several battle-royes (the successors of the Horn books), some rare primers—a thoroughly representative collection of fiction for children—of early toy books, and of those books in which the pill of in-

formation is gilded in a fashion which is very curious to those who are familiar with present day methods of conveying instruction there are in the collection first editions of Goldsmith's *Vicar of Wakefield*, *The Traveler* and *the Deserted Village*, and of other works by Goldsmith and Dr. Johnson—as well as many other rare treasures.

"ONLY A BOY."

More than half a century ago a faithful minister coming early to the kirk met one of his deacons, whose face wore a very resolute but distressed expression.

"I came early to meet you," he said. "I have something on my conscience to say to you. Pastor, there must be something radically wrong in your preaching and work; there has been only one person added to the church in a whole year, and he is only a boy."

The old minister listened. His eyes moistened, and his thin hand trembled on his broad-headed cane.

"I feel it all," he said. "I feel it, but God knows that I have tried to do my duty, and I can trust Him for the results."

"Yes, yes," said the deacon. "But 'by their fruits ye shall know them,' and one new member, and he, too, only a boy, seems to me rather a slight evidence of true faith and zeal. I don't want to be hard, but I have this matter on my conscience, and I have done but my duty in speaking plainly."

"True," said the old man; "but 'charity suffereth long and is kind; beareth all things; hopeth all things.' I have great hopes of that one boy, Robert. Some seed that we sow bears fruit late, but that fruit is generally the most precious of all."

The old minister went to the pulpit that day with a grieved and heavy heart. He closed his discourse with dim and tearful eyes. He wished that his work was done forever, and that he was at rest among the graves under the blooming trees at kirkyard.

He lingered in the dear old kirk after the rest were gone. He wished to be alone. The place was sacred and inexpressibly dear to him. It had been

his spiritual home from his youth. Before this altar he had prayed over the dead forms of a by-gone generation, and had welcomed the children of a new generation; and here, yes, here, he had been told at last that his work was no longer owned and blessed!

No one remained—no one? "Only a boy."

The boy was Robert Moffat. He watched the trembling old man. His soul was filled with loving sympathy. He went to him and laid his hand on his black gown.

"Well, Robert?" said the minister.

"Do you think if I were willing to work hard for an education I could ever become a preacher?"

"A preacher?"

"Perhaps a missionary."

There was a long pause. Tears filled the eyes of the old minister. At length he said: "This heals the ache of my heart, Robert. I see the Divine hand now. May God bless you, my boy. Yes, I think you will become a preacher."

Some years ago there returned to London from Africa an aged missionary. His name was spoken with reverence. When he went into an assembly the people arose; when he spoke in public there was deep silence. Princes stood uncovered before him; nobles invited him to their homes.

He had added a province to the Church of Christ on earth; had brought under the Gospel influence the most savage of African chiefs; had given the translated Bible to strange tribes; had enriched with valuable knowledge the Royal Geographical Society; and had honored the humble place of his birth, the Scottish kirk, the United Kingdom, and the universal missionary cause.

It is hard to trust when no evidence of fruit appears. But the harvests of right intentions are sure. The old minister sleeps beneath the trees in the humble place of his labors, but men remember his work because of what he was to that one boy, and what that boy was to the world.

"Only a boy!"

"Do thou thy work; it shall succeed in thine, or in another's day.

And if denied the victory's meed

'Thou shalt not miss the toiler's pay.'

The Century for August is a mid-summer and travel number, but many of our readers will be apt to buy this issue of the magazine for the sake of an article which does not take them far from home—the graphic account by John R. Musick of the recent cyclone at Kirksville, Mo. He calls his paper "In the Whirl of a Tornado," and his words have all the force of the testimony of an eye-witness. An extract from the article appears on the fifteenth page of this issue of The Observer. After taking an aerial flight with these Kirksville victims one may descend and learn how it was done in a learned paper by Cleveland Abbe, and then take a less perilous trip to China and float down the "river of tea"—the Yang tse Kiang—with Miss E. R. Seldmore, or wander in a leisurely fashion with Mrs. Van Rensselaer through "The Churches of Auvergne." A serious article upon "The Present Situation in Cuba" is supplied by Maj. Gen. Leonard Wood and will be widely read with much interest and profit. Those who care for "magazine poetry" as it now is will find some of a rather more striking type than usual in George Meredith's "Night Walk."

A LITTLE NONSENSE.

A story is told of a laborer's wife. She was attempting to feed an eight months' old baby with some form of herring.

"Do you think I don't know how to bring up my children?" replied the indignant mother to a remonstrator; "why, I've buried ten."—The Freeman.

Brown: "Did you hear about the three animals that went to the poultry show?"

Jones: "No; what were they?"

Brown: "A frog, who went on his greenback, a duck who offered his bill, and a lamb, who presented his fore quarters."

Miss Goodly: "What's the matter, my poor man? You look ill."

Tramp: "Madame, something I haven't eaten has disagreed with me."—London Truth.

Jones: "Speaking about horseless carriages, I understand that they have horseless ice-wagons in New-ark."

Brown: "No?"

Jones: "Yes, mules are cheaper, and they never die."

Mrs. Blimm: "The Dobsons at last have a girl they hope to keep."

Mrs. Grimp: "Absurd! Where is such a girl to be found?"

Mrs. Blimm: "She was born to them yesterday."

Jess (in restaurant): "I'm hungry enough to eat a horse and chase the rider."

Bess: "What are you going to order?"

Jess: "Walter, bring me three cream puffs and a cup of cocoa."

Mrs. Learned: "Had you an engagement for to-night, dear?"

Prof. Learned (jumping to his feet): "By Jove! I was booked to lecture at 7:30 on 'The Cultivation of the Memory,' and here it is 10 o'clock. Why in blazes couldn't you have asked that question three hours ago?"—Truth.

Irritated lady: "No, it doesn't fit as if he had been born to it—it doesn't fit at all and I shall expect the money back."

Mr. Moses: "But, s'help me—"

"Your advertisement says: 'Money returned if not approved.'"

"So they do, ma tear madam, so they do; but your money was approved—it was very good money."—Tit-Bits.

A farmer stopped in front of a Michigan city electric light plant and asked a bystander:

"What is that air buildin', a factory?"

"No, a plant," came the answer.

"What do they raise there?"

"Currents," replied the quick witted bystander.

"What are they worth a bushel?"

"We sell them by the shock."

The farmer pulled his beard, scratched his head and drove down town to market his vegetables.

We cannot pretend to read Welsh, but no doubt a mistake in Welsh is just as stupid and provoking as a mistake in any other language. The

motto of the Welsh Women's Federation is:

Y gwir yn erbyn y byd,
which means:

The truth in face of the world,
but in the program at a London meeting the transition of a y for an i made a great difference, for then the headline printed in beautiful colors read:

Y gwyr yn erbyn y byd,
which, being rendered into English, means:

The husbands against the world.
And this at a women's federation. The women should have seen to it that some feminine typesetters put up the type.

THE AGNOSTIC CAT.

Said the Cat to the Bird,
"Those things on your back are absurd;
Why don't you cast them free
And walk about like me?"

Said the Bird to the Cat,
"Don't be so sure of that;
You would more wisely not
Despise what you haven't got.
Those things
Are wings!

"I know what legs are worth
To walk upon the earth;
And I, whenever I choose,
My legs, like you, can use.
We both tread earth; but I,
Whenever I choose to fly,
Command both earth and sky!"
Then away the Bird flew;
And the Cat said "Mew!
How do I know it's true.

"That's always the way, I find,
With folks of this fanciful kind,
If you try to set them right,
They defy your logic quite,
And go somewhere out of sight.
Now, what sort of proof is that
To a Cat?"

—Rossiter W. Raymond.

"THAT I MAY HELP."

The depth and dream of my desire,
The bitter paths wherein I stray,
Thou knowest, Who hast made the fire,
Thou knowest, Who hast made the clay.

One stone the more swings to her place
In that dread temple of Thy Worth,
It is enough that through Thy grace
I saw naught common on Thy earth.

Take not that vision from my ken;
O, whatsoe'er may spoil or speed,
Help me to need no aid from men
That I may help such men as need.

—Rudyard Kipling.

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Note Heads, Packet, size 9½x6 inches.....	1 75	2 25
Note Heads, Folio, size 8½x5½ inches.....	1 60	2 00

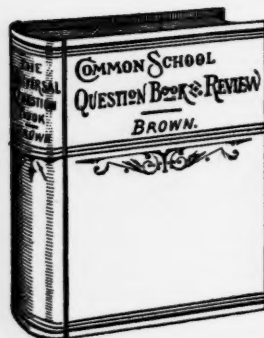
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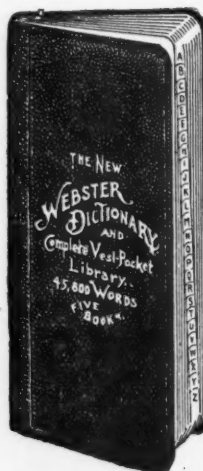
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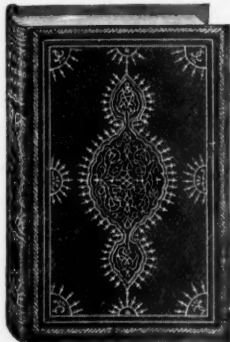
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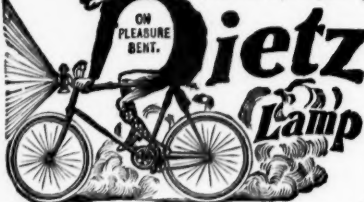
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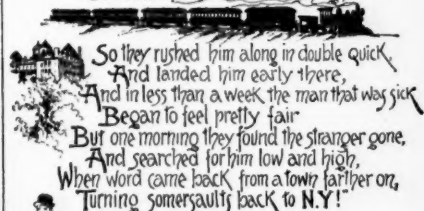
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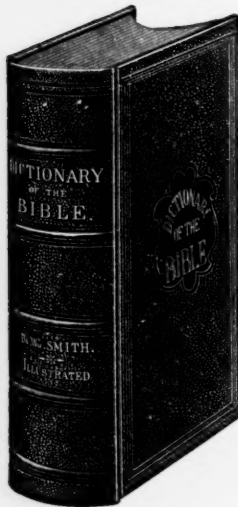


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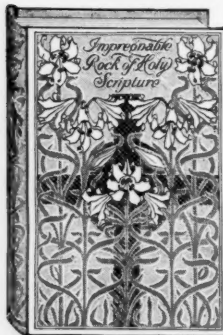
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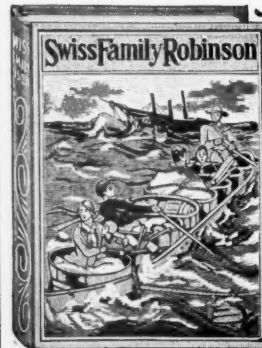
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